

THE DEVELOPMENT OF AESTHETIC EDUCATION FROM THE PERSPECTIVE OF THE INTEGRATION OF THE FIVE EDUCATION SECTORS AND THE PRACTICAL STUDIES

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«Integration of five education» is an important initiative of education reform in the new era, the development of aesthetic education is conducive to improving students' aesthetic cognition and constructing students' healthy outlook on life. Taking the integration of the five education as the starting point, we analyse the problems in the current aesthetic education, and discuss how to integrate the aesthetic education with other disciplines. Through the innovation of the concept of aesthetic education, the improvement of the evaluation mechanism and the optimization of the structure of aesthetic education provide new ideas and methods for the further development of the construction of aesthetic education.

Keywords: integration of five education, aesthetic education development, Educational reform in the new era, the dilemma of aesthetic education, practice research.

Aesthetic education has played an important role in education since ancient times, human beings aspire to beauty and appreciation of beauty, and aesthetic education is often given the mission of nurturing a better life and building a better world, ancient and modern Chinese and foreign educators have attached great importance to aesthetic education in society, Confucius believes that rituals and music can enlighten wisdom to serve the community, and Plato believes that the beauty of the people to the good, the beginning of the twentieth century, aesthetic education and morality, intelligence, physical and mental ability to be incorporated into China's education system, and continue to play a important role.

1. Relationship between aesthetic education and all education

1.1. From aesthetic education to all education

(1) Aesthetic and moral education

Moral education is the core of student education, moral education is to enhance the students' inherent moral qualities, improve moral cultivation, in 2012, the party's 18th National Congress for the first time will be «moral education» clearly as the fundamental task of modern education, the establishment of virtue is a good character, tree is to have the correct values of people, and the «beauty education», on the other hand, conducive to the enhancement of the virtues of art students to establish the correct values, but also reflects the inherent requirements of establishing morality and cultivating people [9]. «Educating people with beauty», on the other hand, is conducive to the enhancement of art college students' morality, so as to establish correct values, and also embodies the inherent requirements of establishing morality and educating people.

(2) Aesthetic and Intellectual Education

Intellectual education is the basic education of students, including basic knowledge education and corresponding practical skills, as well as a variety of thinking skills exercise, good knowledge reserves for students to participate in

social activities to lay a good foundation. When students are learning knowledge, having good aesthetics not only makes students feel the beauty of rational thinking, but also feel the pleasure in the process of practice, which indirectly reduces the pressure of students' learning, and achieves the realm of «seeking knowledge through beauty» [1].

(3) Aesthetic Education and Sports

The purpose of physical education is not only to make students strong and healthy through physical activities and obtain physical health, but also to enable students to achieve physical and mental and education, to sharpen their will and form a healthy mental quality, in 2018, General Secretary Xi Jinping pointed out that it is necessary to set up the concept of health first education, to provide full and full physical education classes, and to help students to enjoy the fun of physical exercise, strengthen their physical fitness, improve their character, and sharpen their will. Sports is a combination of fitness and beauty, and the improvement of aesthetic ability allows students to perceive the beauty of strength and body shape in sports training, and enhances the initiative of students to participate in various sports activities.

(4) Aesthetic and Labour Education

Labour education is an indispensable step in the process of talent cultivation, through labour education, students grasp the theory of cognition in practice to further understand the world, transform the world and in which to examine and shape themselves, in 2018, General Secretary Xi Jinping stressed that «we should carry forward the spirit of labour among students, educate and guide students to admire and respect labour, understand that labour is the most glorious, the most noble, the greatest and the most beautiful, and grow up to be able to work hard, honest labour and creative labour» [2]. The general secretary Xi Jinping stressed that «we should promote the spirit of labour among students, educate and guide students to revere labour, respect labour, understand that labour is the most glorious, the most noble, the greatest and the most beautiful, and be able to work hard, honestly and creatively when they grow up», and pointed out that «we should strive to build an education system that comprehensively cultivates morality, intelligence, physical fitness, aesthetics and labour, and to form a higher level of talent training system» [3]. From the point of view of aesthetic education, what it brings to students is not only the appreciation of the beauty of the hard work of workers but also the knowledge of the sense of fulfilment and satisfaction that labour brings to human beings.

1.2. Integration of Aesthetic Education and the Five Education Sectors

Integration of five education is the development and deepening of five education, its goal is to improve the comprehensive quality of human beings, so as to cultivate all-round development of talents, the lack of any one of the five education will lead to the failure of the integration of five education. Let the high-grade aesthetic education programme run through every process of talent cultivation, and realize the integration of aesthetic education and all education can

not only improve the comprehensive aesthetics of all education, but also provide a solid foundation for cultivating new people of the era with all-round development.

2. Analysis of the integration of the five education systems and the dilemma of aesthetic education

2.1. Problems faced by the integration of the five education systems in the new era

2.1.1. Weaknesses in equality in the development of the five pillars of education

The weakness of equality in the development of the five education systems is reflected in the excessive attention paid to intellectual education and the neglect of the other education systems. Quality education has been advocated in China for many years, but in essence, schools and parents still pay more attention to the scores embodied in intellectual education, and in order to obtain more scores, teachers take up physical education and art classes, and other «non-primary» courses. Parents put away extracurricular books and reduce all extracurricular time to study, and the other four sports have long been at a disadvantageous stage. The inequality of the five sports in terms of opportunity and scale also creates inequality in students' personal qualities, and there are many students who are physically weak but good at learning, and those who are low in moral integrity but good at learning; treating each sport equally is the only way to realise the fusion of the five sports and thus change such a predicament.

2.2.2. Imbalance in the balance of development of the five pillars of education

The imbalance in the development of the five education systems is reflected in the unbalanced development of the five education systems between urban and rural areas and between schools. There are great differences in the development of the five education systems between different schools in different regions, and the differences in the development of the five education systems between urban and rural areas are particularly obvious due to the influence of policies and teaching concepts. Comparatively speaking, due to economic underdevelopment and shortage of teaching resources in rural areas, more attention is paid to education other than intellectual education, while students in urban areas have less pressure on the economy, more complete hardware and software facilities, and more opportunities to participate in the development of other education, which leads to the overall unbalanced results of education, and also deviates from the goal of comprehensive development of teaching and learning. This leads to an imbalance in the overall educational outcomes and deviates from the goal of holistic development.

2.2.3. Systemic lack of development of the five dimensions of parenthood

The lack of systematic development of five education is reflected in the lack of coherence or even separation between the five education, five education should be an organic unity of the whole, is the integration of each other, mutual

penetration of the relationship, but at present the five education not only shows a split state, and even the lack of a certain education to the point of excessive emphasis on the loss of one another so that the society of the «giant babies» cases abound. However, appropriate physical exercise, necessary labour practice, good moral character and a certain aesthetic ability are not only important factors for improving intelligence, but also necessary abilities in social life.

2.3. Analysis of the Dilemma of Aesthetic Education

2.3.1. The concept of aesthetic education lags behind and fails to form a correct cognition

Social cognition of aesthetic education is still biased, that aesthetic education is equivalent to art education or art clubs and practical activities, and even professional college administrators are confused between art education and aesthetic education, which has led to the cultivation of talents in schools that simply export aesthetic knowledge to students, and the development of aesthetic education is often a fragmented public class, and the attitude of students towards aesthetic education courses is also dispensable. The students' attitude towards aesthetic education is also dispensable, and there is no in-depth understanding of the aesthetic education programme, thinking about the cultivation of talents for the goal of floating on the surface, failed to form a systematic aesthetic education construction, the real aesthetic education for the cultivation of students' correct values and good social atmosphere has a significant impact, it should focus on enhancing the students' sense of aesthetics and perception of life, so as to shape the students' beautiful personality, so that the students' comprehensive and free development, to achieve the «moral and humane», to achieve the «moral and humane». To realize the educational aim of «cultivating morality and nurturing people» [4].

2.3.2. Lack of specialized faculty and a single format

The development of aesthetic education has a great relationship with the construction of the teaching staff, but at present, the background of the teaching staff of aesthetic education is concentrated in the art-related professions, and the overall number of teachers related to aesthetic education is relatively small, the lack of teacher strength and singularity not only leads to the overall teaching concept of the teaching team and the knowledge of the teachers' team of the thin and at the same time lead to the cultivation of the students' comprehensive qualities and the development of the personality of certain problems, the single form of the curriculum will also lead to the students can not have a sincere feeling for the beauty, and the aesthetic object can never really interact with the aesthetic object. Problems, the single form of the curriculum will also lead to the students can not have a true feeling of beauty, and aesthetic objects can not do real interaction, these are not conducive to the development of aesthetic education and further integration of the five education, for students to shape a pluralistic and integrated aesthetic environment, so that the students in their daily lives can be in contact with the beauty of beauty, feel the beauty of the students in order to effectively enhance the aesthetic awareness.

2.3.3 Failure to develop a professional evaluation mechanism and lack of attention to practical activities

The development of aesthetic education is a subtle process, often can not really go to the quantitative assessment, the school carried out the work of aesthetic education can not even be presented in the students' graduation, at the same time, the aesthetic education programme is often not really associated with the students' lives, the aesthetic education will be limited to the framework, such as aesthetic education is only carried out in the Department of Fine Arts, or rely on the classroom, which leads to a single understanding of the aesthetic education, or simply not exposed to aesthetic education, and it is difficult to achieve the overall development. This results in students having a single understanding of aesthetic education, or not being exposed to aesthetic education at all, which makes it difficult for them to achieve all-round development. Therefore, how to establish a positive feedback evaluation system in line with the teaching style of aesthetic education and how to combine local characteristics to form a system for expanding and creating a way of thinking have become the major difficulties in the work of aesthetic education nowadays.

3. The construction of an aesthetic education system from the perspective of the integration of the five education systems

3.1. Synergistic Development: Promoting the development and progress of the five education systems together

The integration of five education emphasizes the value of «five education» as a whole education, emphasis on the whole, means that the overall planning and comprehensive design made for the shaping of students' all-round talents, means that none of the five education can be less, none of them can be poor, complete and comprehensive enrichment of the development of the school means that the school must strengthen the physical exercise, pay attention to the work Education, enhance the aesthetic cultivation, pay attention to moral literacy, strengthen the level of intellectual education, five interconnected, mutual development and common progress, as a whole to play a role in the efficacy of the importance of one aspect and ignore the other aspects of the real education to achieve the complementary advantages of each of the various education, integration of the promotion of the all-round mode of education and each with its own characteristics.

3.2. Integration and development: creating a sense of integration and coherence among the five education systems

Integration of development to change the state of each education, but also the integration of the curriculum, teaching materials, teaching, family, school and social integration, which focuses on the organic integration of moral, intellectual, physical, aesthetic and labour as well as the overall development of the five education fusion of the problems faced by the current reality of the proposed reform measures, is to make the five education to the you have a I have you not divided into the correlation between the thinking of the five education, is the

complete interlinked with each other Cyclic integration system, it is advocated in the moral, intellectual, physical, aesthetic and labour education in any aspect of the penetration of the other four aspects of the five education both independent of each other and dependent on each other, go hand in hand and interpenetration, breaking down the barriers that traditionally existed between the various education, the formation of a holistic integration of the type of thinking.

3.3. Walking Towards Beauty: Awareness of Beauty in All Education

Aesthetic education, as one of the five education systems, can integrate and lead other forms of education from different perspectives. The connection between various disciplines should be re-examined, and the linkages between them should be explored through the use of elements of aesthetic education, so as to fully integrate other forms of human development into aesthetic education. Aesthetic education also needs to be developed in harmony with other forms of human development. Intellectual education is the foundation of aesthetic education; moral education guides emotion, character and behaviour; physical education demonstrates the synthesis of health and beauty; and labour education pursues the beauty of practice and labour. Despite its relative fragility, aesthetic education plays a key role in promoting the integration of other forms of human development [8].

4. *The Practical Path of the Development of Aesthetic Education from the Perspective of the Integration of the Five Education Sectors*

4.1. Incorporating aesthetic education into teaching objectives and proposing innovations in educational concepts

Aesthetic education is of great significance in the training of talents. The establishment of objectives for the cultivation of talents for aesthetic education involves specialization and specificity. First of all, aesthetic education in colleges and universities mainly relies on art education and related activities to cultivate students' aesthetic ability, and cultivates students' aesthetic values through traditional art courses, classroom teaching, lectures and practical activities. The goal is to strengthen the proportion of aesthetic education in the five education, to better achieve the integration of the five education to achieve the overall development of students. Secondly, aesthetic education has unique requirements in today's society. It is not only to improve students' aesthetic quality, but also to build their social responsibility and moral sentiment and promote their social values. Therefore, the establishment of the goal of aesthetic education requires a deep understanding of the aesthetic value in the excellent traditional Chinese culture, takes aesthetic education as an important carrier, and avoids simply equating art education with the concept of aesthetic education [6]. This cultivation mode needs to adapt to the development law of higher education, and to carry the comprehension of beauty through all aspects of students. When formulating the objectives of cultivating aesthetic talents, it is necessary to conduct sufficient research and avoid formalism, so that teachers and students can gradually understand the connotation of beauty from the primary cognition, and integrate

aesthetics into the overall growth of individuals. In addition, the establishment of aesthetic education goals should always take «establishing morality, cultivating roots and casting souls» [5] as the starting point, exploring a new mode of integration of traditional Chinese culture and personal innovation ability, so that the values of students and the school's aesthetic education complement each other, and ultimately shape the new era of young people with a high sense of social responsibility [4].

4.2. Creating an evaluation mechanism for aesthetic education and forming an aesthetic education evaluation logic

In the work of aesthetic education to create a correct aesthetic evaluation system is an indispensable part of talent training, but at this stage of the work of aesthetic education, the application of the evaluation system is not very strong, the school does not know enough about the role of the student evaluation and feedback, the lack of attention to the evaluation mechanism, but also caused the school did not establish a correct positive feedback and reward mechanism for aesthetic education activities, and to improve the aesthetic activities of the Improve the «gold content» of aesthetic activities, the formation of a complete aesthetic evaluation of the logic will also greatly improve the students for the aesthetic activities do not pay attention to more students to participate in aesthetic education will produce more for the beauty of the exchange of experience, so that the students for the beauty of the feelings and understanding will also be enhanced.

4.3. Optimizing the structural set-up of aesthetic education and transforming the inherent ideas of society

Through optimizing the design of the aesthetic education curriculum and the selection of teaching content, students are guided to come into contact with and reflect on works of art, aesthetic concepts and aesthetic values from different cultures, so as to break the shackles of the inherent ideas of society. Such education can help students open their minds and develop critical thinking and inclusiveness, enabling them to transcend traditional concepts and inherent patterns. Secondly, students can be given first-hand experience of the process of art creation, performance and appreciation through the provision of practical aesthetic education activities and programs. This will help stimulate students' creativity and innovative thinking, develop their ability to perceive art and beauty, and guide them to actively participate in social and cultural life. In addition, aesthetic education should encourage students to express their own views and unique aesthetic sense, and cultivate their ability to think independently and make independent judgements. By opening platforms such as artwork exhibitions, performances and exchange activities, students can display their creative achievements and share and exchange them with others, which helps to form an open and pluralistic concept of aesthetics. Lastly, aesthetic education should also be fully aligned with social resources, and co-operate with artists, cultural institutions and communities to provide a wider range of learning opportunities and places of practice. Through interactions and exchanges with all sectors of

society, students can gain a deeper understanding of different cultural backgrounds and ideologies, and draw inspiration from them to transform their own ways of thinking.

5. Reach a verdict

As a necessary part of the integration of the five education, there is a close connection between art education and all education. In view of the dilemma of art education and the problems arising from the integration of the five education, the development of art education in the new era should be combined with the talent cultivation mode, education concept, evaluation mechanism and structural mechanism to make corresponding changes, to adapt to the new requirements of the art education, to explore and improve the optimization of the path of art education, to make continuous adjustments and dynamic development, and to contribute to the cultivation of all-round talents [7]. The development of aesthetic education in this era should be adapted to the new requirements of aesthetic education, explore and improve the optimization path of aesthetic education, make continuous adjustment and dynamic development, and contribute to the cultivation of all-round talents.

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