

Research on the Integration Mechanism of Social and Aesthetic Education Resources--Construction and Practical Verification of the Trinity Synergy Path of “Prisons, Colleges and Universities, and Communities”.

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Abstract Currently, aesthetic education in higher education in China faces the dilemma of dispersed resources and poor results. The allocation of aesthetic education resources is not balanced, the degree of social participation is not high, and there is a lack of effective articulation between correctional education in prisons and aesthetic education in colleges and universities. In this paper, we constructed the “prison - university - community” trinity synergistic aesthetic education resource integration mechanism, and explored the optimization of social aesthetic education resource allocation path. Using experimental method, interview method, questionnaire survey method and other research methods, with 856 sophomore students in key undergraduate colleges in province A as the research object, 60 students were randomly selected into the experimental group and the control group of 30 people each, using one-way analysis of variance method for data processing. The study constructed a synergistic pathway led by universities, corrected by prisons, and expanded by communities, which was practically verified through the three dimensions of aesthetic education literacy, aesthetic education skills, and basic theoretical knowledge of aesthetic education. The results showed that the mean value of aesthetic literacy in the experimental group reached 3.891, significantly higher than that of 2.60 in the control group, with a P-value of 0.004; the mean value of aesthetic skills in the experimental group was 3.981, and that of the control group was 2.694; and the P-value of the test of basic theoretical knowledge of aesthetic education in the experimental group was 0.001, which showed a significant difference. The trinity synergistic path is effective in enhancing the comprehensive quality of students' aesthetic education, and provides an effective practical model and theoretical support for the integration of social aesthetic education resources.

Index Terms Social aesthetic education resources, Trinity, synergistic path, aesthetic education literacy, aesthetic education skills, basic theoretical knowledge of aesthetic education

1. Introduction

Aesthetic education enriches the spiritual world of man. Nourished by beauty, life is full of diversity and vitality. The goal of aesthetic education is to cultivate people's aesthetic consciousness so as to become complete individuals. Integrating the resources of aesthetic education in society, family and school can ultimately shape a perfect personality [1]. Mr. Cai Yuanpei, the founder of modern aesthetic education in China, put forward the concept of “social aesthetic education”, and he constructed a whole-life aesthetic education framework that integrates social aesthetic education, family aesthetic education and school aesthetic education [2], [3].

The starting point for integrating aesthetic education resources is not single and independent, but needs to be finely processed and centrally organized [4]. Among them, society is the main practice place of aesthetic education, in which people can enjoy diverse art works [5]. Family is an important force to support aesthetic education, family education and family environment can provide the experience and inspiration of beauty. School is the foundation for the development of aesthetic education, and through educational activities, aesthetic knowledge and skills are taught [6]. The three complement each other and together constitute a complete system of aesthetic education [7]. At the same time, aesthetic education is also closely related to moral education, through which students can produce the perception of beauty and enhance moral concepts and judgment [8].

Social aesthetic education resources include cultural activities, community programs and art institutions and other social resources, aiming to promote the development of individual aesthetic ability and artistic literacy. With the development and progress of society, the scope of social aesthetic education resources has become broader and richer, while integrating with schools and families and interweaving into a whole [9], [10]. Social aesthetic education

has a stronger cultural and ecological quality, and there is a complex interaction and mutual influence with the material production level, scientific and technological environment and living habits of the society [11], [12].

As an important way to cultivate students' aesthetic ability and humanistic literacy, aesthetic education plays an irreplaceable role in the education system of the new era. However, at present, China's aesthetic education is facing the real problems of uneven allocation of resources and diminishing educational effect. Aesthetic education should not be limited to the school, but should fully integrate the resources of all social parties to form an ecosystem of aesthetic education in which the whole society participates. Prisons, as special education and correction places, undertake the important function of ideological reform and personality reshaping for the inmates, and their aesthetic education practice has unique corrective value. Higher education institutions, as the main position for knowledge transfer and talent cultivation, play a leading role in aesthetic education, and have rich teacher strength and educational resources. As the basic unit of social life, the community connects school education and social practice, providing a broad practical platform for aesthetic education. There is a natural complementarity and synergy among the three, and the maximization of aesthetic education resources can be achieved through organic integration. The traditional aesthetic education model is often disconnected from theory and practice, single educational content, social participation is insufficient and other problems, it is difficult to meet the higher requirements of the new era of aesthetic education. Therefore, exploring the construction of a diversified and three-dimensional integration mechanism of aesthetic education resources has become an important issue in the current reform and development of aesthetic education.

Based on the above analysis, this study puts forward the idea of constructing the “prison-college-community” trinity synergistic aesthetic education resource integration mechanism. The research adopts the method of combining theoretical analysis and empirical verification. Firstly, through literature combing and theoretical analysis, the theoretical framework of the trinity synergistic path is constructed, and the functional position and synergistic mechanism of each subject is clarified. Secondly, it designs a practical validation program, taking key undergraduate colleges in Province A as a case study, and verifies the practical effect of the synergistic path by means of comparative experiments. The study used the literature method to sort out the relevant theoretical foundations, adopted the interview method and questionnaire survey method to collect first-hand information, used the experimental method to test the effect of the path, and analyzed the data and verified the results through mathematical statistics.

II. Development of a mechanism for integrating social and aesthetic education resources

II. A. “Prison-University-Community” Trinity Synergy Pathway

On the basis of the mechanism of integrating social aesthetic education resources, this subsection proposes a trinity of aesthetic education paths in “prisons, colleges and universities, and communities”, with a view to improving students' aesthetic education and the quality of aesthetic education teaching in colleges and universities. The specific path is constructed as follows:

II. A. 1) University-led synergistic pathways

The fundamental purpose of improving the “Trinity” mechanism for integrating social and aesthetic education resources is to build a good educational ecology in which schools, prisons and society work together to educate people. School is a specialized educational institutions, is the main position of teaching and educating people, as the main position of knowledge education, as the main channel of aesthetic education and personality cultivation of the main battlefield, in the “trinity” synergistic path, the school is in the center, plays an unshakable leading role, this central position and dominant position, is mainly reflected in the direct influence and interactive promotion of the prison and society. This central position and dominant position is mainly reflected in its direct influence on the prison, society and interactive promotion [13], [14]. First of all, the school should set up a “student growth as the center” of the school philosophy, in the process of school aesthetic education, change the past heavy knowledge transfer, light personality cultivation of education, “moral education” in the center of the school aesthetic education process. By grasping the growth process of students, the school and students have a close relationship, so that school education is close to the students, close to the growth.

II. A. 2) Prisons as a synergistic path to redress

Art is a special social ideology, which is shaped by artists and reflects social life and expresses people's thoughts and feelings through certain artistic images. Art is the use of its color, melody, rhythm, line, sound, the beauty of artistic language to impress people. Through artistic processing, so that the phenomenon of real life is typical, more concentrated reflection of the essence of things, is a high degree of ideological and artistic combination of products, it is a special kind of juvenile prison inmates is a special huge educational power. Prison aesthetic education is

implemented by a variety of means, first of all, through a large number of heroes and heroes and advanced people of the ideological education of juvenile inmates to implement the beauty of society, the beauty of human thought, and efforts to tap the life of the beauty of the arts, the beauty of science, to improve its aesthetic ability; and in time, from the point of view of the beauty of the technology, the beauty of the creation of the juvenile sentenced to create the beauty of the art works and the beauty of the social life. Through the production of labor to implement aesthetic education. Through productive labor, human beings not only create material civilization and spiritual civilization, but also create, develop and beautify themselves. Through the production of labor to implement aesthetic education for juvenile inmates, one should start from the labor process, guide them to understand the labor process is hard, but also happy. There is sweat, but also need to pay with the heart. Hard sweat is conducive to purifying the mind and washing the dirt of the mind; the process of pleasant labor is the beginning of good education, because it contains the affirmation of the meaning of life and the creation of a new life. The second is to start from the products of labor, so that they can produce the joy and satisfaction of labor. The products of labor contain an affirmation of their labor and creativity, and they should be led to feel the greatness and glory of labor and to love it, and to break with the vices of despising labor and getting something for nothing. Thus generating a strong desire and motivation for new life. And self-improvement in the rich and colorful beauty education activities. To a certain extent, it is impossible to carry out aesthetic education activities in prisons in isolation, prison aesthetic education covers the unique aesthetic within the scope of the prison. It requires, on the one hand, law enforcers to enhance the concept of aesthetic education, including the standardization of police appearance and discipline, civilization of law enforcement language, fairness of law enforcement character, strict law enforcement behavior, etc., to produce the prestige effect of the external and internal beauty of law enforcement practice. On the other hand, they should be adept at strengthening the follow-up of collective and individual education, integrating the concept of aesthetic education into regular educational activities, diligently and adeptly discovering and summarizing the glittering points of beauty in the rehabilitation of juvenile inmates, and mobilizing juvenile inmates to the maximum extent possible to pursue the pursuit of beauty, so that juvenile inmates can be subliminally inculcated in their ideological understanding and regularly corrected in their behavioural norms.

II. A. 3) Synergistic pathways for social outreach

First, efforts are being made to build a social aesthetic education service system, with society serving as an important link in the effective connection between school aesthetic education and prison aesthetic education. Government agencies at all levels, social groups, and public welfare organizations should provide strong support for home-school contact, and through top-level design, build social aesthetic education sites covering both urban and rural areas, relying on facilities such as party homes, community activity centers, rural cultural stations, and rural bookstores, in communities and towns, and establish social aesthetic education trustee service centers based on this, so that students' aesthetic education literacy is effectively safeguarded by the power of society. The mechanism for the use of social aesthetic education resources has been made smooth, and the utilization rate of social aesthetic education resources has been continuously improved. Promote the equalization of basic public services is the realization of common wealth should mean, to strengthen the construction of public service facilities, and strive to enhance the level of basic public services, and constantly enhance the well-being of the people. Relying on public service facilities such as museums, libraries, science and technology museums, party building museums, art museums, memorial halls, national fitness centers and other public service facilities, widely set up aesthetic education bases, practice bases, to attract more students to make effective use of the relevant facilities, from which they can acquire knowledge about patriotism, history and culture, science and technology and so on, so that the students will be constantly trained in social practice, taste of the society and life, so as to realize the social education Purpose. Enterprises and institutions should actively cooperate with schools at all levels to establish social practice bases, engineering training bases, and internship bases for students, so as to establish a smooth channel for students to know the society, understand the society, and serve the society. Trade unions, the Communist Youth League, the Youth Federation, the Federation of Schools, the Young Pioneers and other organizations should fully penetrate into the student groups, understand their voices and demands, and integrate the resources of social aesthetic education to provide targeted and good services to students in the form of special actions, project support, and awards and commendations, so as to effectively carry out the sacred duty of social organizations at all levels to participate in the cultivation of the builders and successors of socialist undertakings.

II. B. Practical validation program design

With the rise of the school age stage, the popularity of aesthetic education has dropped from the first place in elementary school, accounting for 56.4%, to the last place in universities, with only 11.45%, sounding the alarm of aesthetic education. If the result of finishing the aesthetic education class is to make students gradually hate

aesthetic education, or even say goodbye to aesthetic education, such an aesthetic education program is undoubtedly a failure, enhance the level of aesthetics and values of the students will soon decline, a little bit of the church's skills will also be quickly lost, let alone what lifelong aesthetic education or, therefore, put forward the "prisons - colleges and universities - community" trinity. Therefore, the proposed "prison - university - community" trinity synergistic path. In order to test the effectiveness of the path of practice, the key undergraduate colleges and universities in province A as a case study for experimentation.

II. B. 1) Experimental Objects

This paper takes students in the second year of college (856 students) in key undergraduate colleges in Province A as the research object, and divides them into experimental and control groups for experimental research according to whether or not they voluntarily participate in this research, and randomly selects 30 people from each group who meet the requirements (experimental group: "Prison-college-community" Trinity synergistic path, control group: traditional aesthetic education path) of 30 people were randomly selected from each group for data statistics and results analysis.

II. B. 2) Research methodology

Literature method, comparative analysis method, interview method, survey method, experimental method, mathematical and statistical method (one-way ANOVA). The details are shown below:

(1) Literature method

A large number of writings, journals, policy and regulatory materials on school aesthetic education, pedagogy, aesthetic education curriculum reform, extracurricular aesthetic education in secondary schools and sports psychology, as well as CNKI and Internet related information, have been checked, which provide a reliable basis for reality and strong theoretical support for this paper.

(2) Comparative analysis method

By comparing and analyzing this paper's path of aesthetic education and many practices of traditional aesthetic education in schools in the past, the progress of this paper's path of aesthetic education is pointed out.

(3) Interview method and questionnaire survey method

Through interviews with second-year teachers and some students in key undergraduate colleges in Province A, the experimental plan was determined; interviews and questionnaires were conducted with all the students in the aesthetic education option class, and statistics were made on the understanding of aesthetic education-related knowledge and skill mastery.

(4) Mathematical and statistical method

EXCEL was used to statistically process the collected information and data; the National Database Reporting Software V1.3 of the Education Management Information Center of the Ministry of Education was used to calculate the acquired data; one-way ANOVA was used to analyze the data. It is convenient for objective and rational argumentation of the experimental results.

II. B. 3) Experimental Procedures

(1) Preparation stage

In this stage, we carefully studied and mastered the "Standards for Aesthetic Education Curriculum in General Undergraduate Colleges and Universities" (experimental) and the new curriculum theories, clarified the purposes and tasks of school aesthetic education, the aesthetic education program and after-school aesthetic education activities, and sorted out the relationship among the three. According to the Standards for Aesthetic Education Curriculum in General Undergraduate Colleges and Universities (Experimental) and the actual situation of the experimental school, it was determined to carry out experiments with the aesthetic education curriculum program. At the same time, a large amount of information was consulted and interviews were conducted with teachers and some students of the school to determine the experimental program.

(2) Beginning Stage

Options subclasses, club enrollment, aesthetic education demographic survey, aesthetic education literacy, aesthetic education skills, basic theoretical knowledge of aesthetic education pre-experimental raw data collection. Specific steps: the first week of the school year to the students of aesthetic education, so that students understand the options, participate in community activities, the purpose and significance of the (without mentioning the purpose of this experiment, to avoid individual students due to psychological changes affecting the results of the experiment), the organization of students for the option of subclasses, the formation of aesthetic education courses clubs. The second and third weeks of the school year for the students of aesthetic education population survey, aesthetic education skills of the main evaluation indicators for the pre-experimental test and statistics, and aesthetic education literacy, aesthetic education, basic theoretical knowledge is through the questionnaire scale (the scale is used Likert

scoring scale, and has a good performance of the reliability and validity of the results of the study) test to obtain the research data, to grasp the first-hand information. Select 30 students as the experimental subjects of this study, according to the requirements of the study content divided into control and experimental groups. In the fourth week, according to the test, the results of the survey, the development of experimental steps to start teaching aesthetic education classes and guidance for the formation of aesthetic education clubs, activities.

(3) Experimental phase

The experimental stage is the stage of teaching aesthetic education classes and carrying out activities of aesthetic education clubs.

(4) Data collection and organization stage

Students in the experimental group and the control group were tested on their aesthetic literacy, aesthetic skills, and basic theoretical knowledge of aesthetic education after the experimental intervention, and were statistically analyzed, aiming to verify the effectiveness of the practical application of the “prison-college-community” trinity synergy path, and to complete the research work of this paper. The purpose of this paper is to verify the effectiveness of the practical application of the “Prison-College-Community” trinity synergistic path, and to finalize the work of this paper.

III. Analysis of the empirical validation program

III. A. Comparative Analysis of Aesthetic Literacy

III. A. 1) Homogeneity test analysis

At the level of obtaining the quantitative value of the aesthetic literacy of the control group and the experimental group, the data analysis software and statistical analysis methods mentioned above are utilized to explore whether there is homogeneity in the comparative analysis of the aesthetic literacy of the research subjects, and the results of the test of homogeneity are shown in Fig. 1, in which CG~EG represent the control group and the experimental group, respectively, and the values from 1 to 30 on the left side represent the 30 students, respectively, with the values on the lines representing the quantitative value of the aesthetic literacy test for each student. Through the data performance in the figure, it can be concluded that the mean value of the aesthetic literacy of the experimental group and the control group is 2.519 and 2.582, and the p-value between the two is 0.134, which indicates that there is no homogeneous difference between the control group and the experimental group in terms of their aesthetic literacy before the experimental intervention, and that the selected research subjects fulfill the experimental standard requirements, and that the follow-up research can be further carried out.

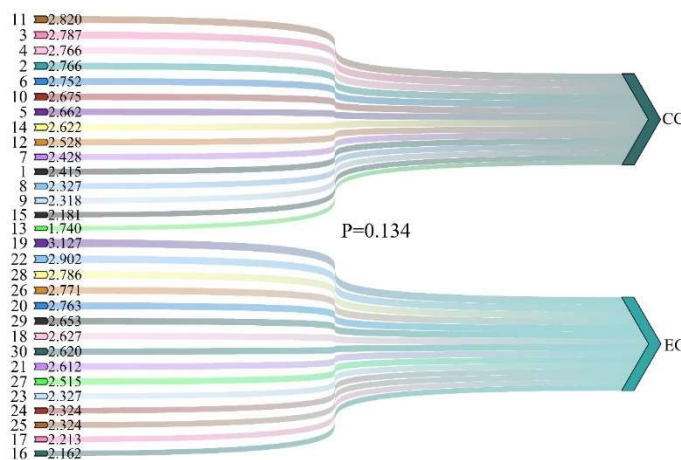


Figure 1: Homogeneity test results

III. A. 2) Comparative analysis after the experimental intervention

After clarifying that the experimental subjects meet the requirements of the study, we began to explore whether there is a significant difference between the aesthetic literacy of students in the experimental group and the control group after the experimental intervention, and the results of the post-intervention comparative analysis are shown in Figure 2. The results show that the mean value of the aesthetic literacy of the students in the experimental group and the control group is 2.60 and 3.891, respectively, and the difference between the two means is larger, with a value of 1.291, and the corresponding P-value is 0.004, which indicates that there is a significant difference between the two after the experimental intervention, summarizing that the effect of the enhancement of the aesthetic literacy of the students in the control group is not obvious, while on the contrary, the enhancement of the aesthetic literacy

of the students in the experimental group is particularly prominent, verifying that the It is concluded that the effect of the control group is not obvious, on the contrary, the effect of the experimental group is particularly outstanding, which verifies the effectiveness of the “prison - university - community” trinity synergistic path in the cultivation of aesthetic literacy.

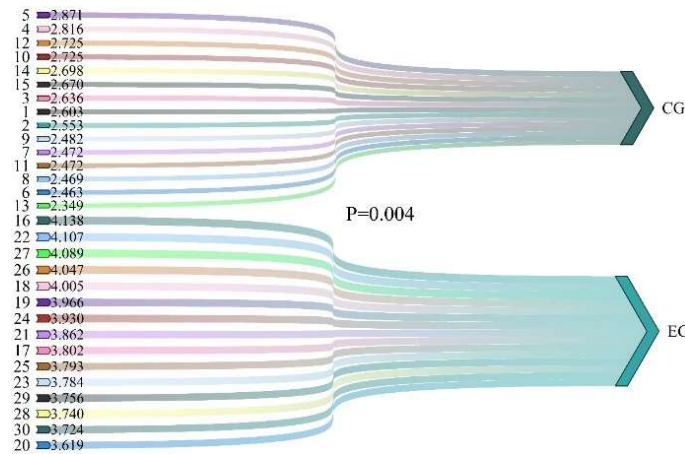


Figure 2: The results were compared and analyzed after the intervention

III. A. 3) Comparative analysis within groups

In order to make the results of the study more convincing, intra-group comparative analysis was carried out, and the results of the intra-group comparative analysis are shown in Fig. 3, where (a)~(b) denote the control group and the experimental group, respectively. Through the data performance in the figure, it can be seen that the P-value of the control group is 0.687, while the P-value of the experimental group is 0.008, i.e., there is no significant difference in the students' aesthetic literacy before the intervention of the control group, however, the experimental group produces a significant, and the conclusion of the above coincides with the conclusion of the above, to further consolidate the above research conclusions.

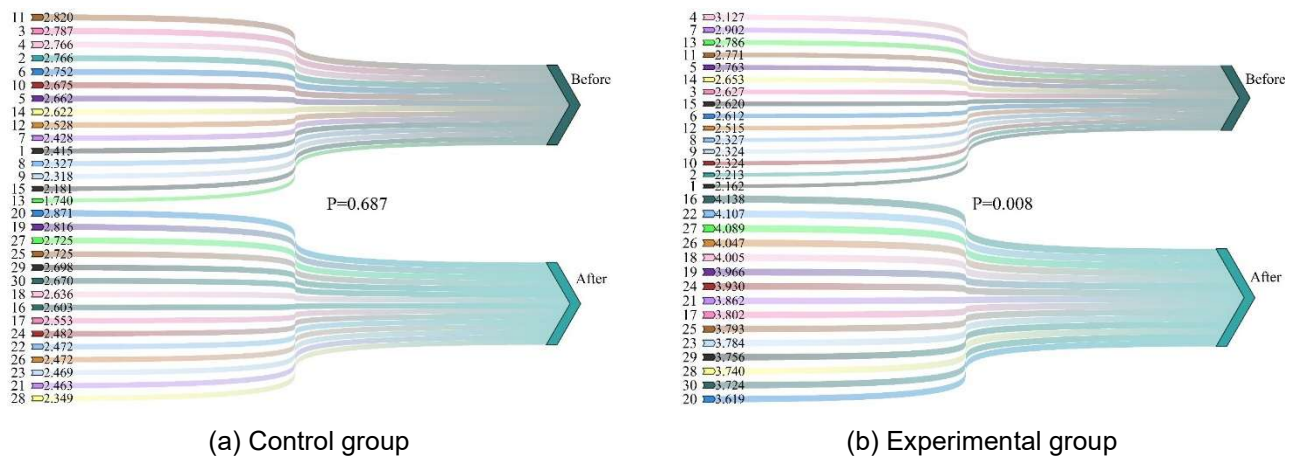


Figure 3: Intra-group comparative analysis results

III. B. Comparative analysis of aesthetic skills

III. B. 1) Comparative analysis before experimental intervention

In order to check whether there is homogeneity of the set research samples in the field of aesthetic skills, in this regard, it is necessary to carry out a comparative analysis of students' aesthetic skills before the experimental intervention, and the results of the comparative analysis of the experimental intervention before the experimental intervention are shown in Figure 4. Based on the magnitude of the quantitative values in the figure, it can be seen that the mean value of the aesthetic skills of the students in the experimental group (2.679) is higher than that of the students in the control group (2.590) and the difference between the two means is 0.090, which indicates that the gap between the aesthetic skills of the two groups is very small and is almost on the same level. According to

the p-value in the graph it is well confirmed that the aesthetic skills of the two groups of students are at the same level and do not have homogeneous differences.

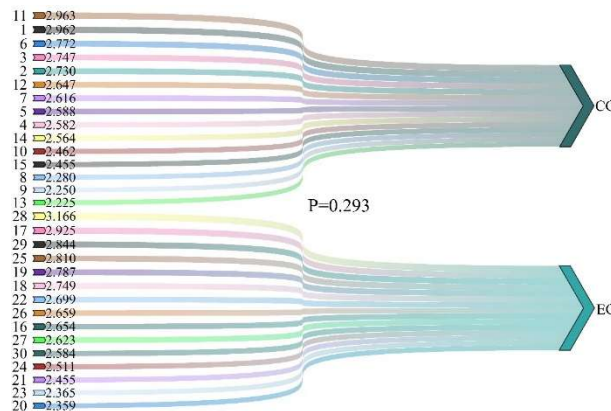


Figure 4: Compare and analyze the results before the experimental intervention

III. B. 2) Comparative analysis after experimental intervention

With the dual support of data analysis software and mathematical and statistical methods to explore the differences in the aesthetic skills of students in the experimental and control groups after the intervention, the results of the comparative analysis after the experimental intervention are shown in Figure 5. According to the numerical performance in the figure, the mean value of students' aesthetic education skills in the experimental group and the control group can be further calculated, and the values are 3.981 and 2.694 respectively, and the difference between the two means is 1.287. After a period of experimental intervention, it is found that the aesthetic education skills of students in the experimental group and the control group are significantly different, and it can be summarized that, compared with the traditional aesthetic education pathway, the aesthetic education skills in the experimental group and the control group are more different from those in the experimental group. It can be concluded that compared with the traditional aesthetic education pathway, the "Prison-College-Community" trinity synergistic pathway proposed in this paper has a higher priority and is more conducive to students' mastery of aesthetic education skills.

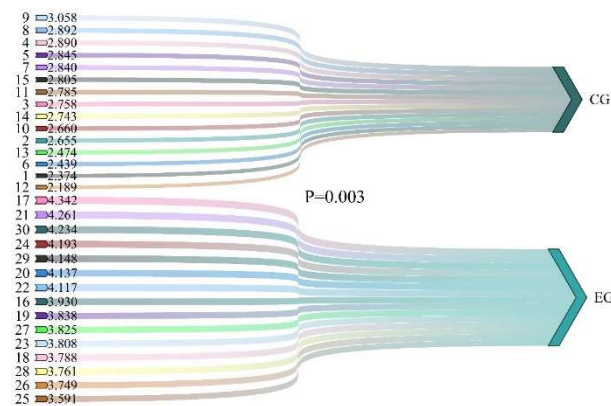


Figure 5: The results were compared and analyzed after the experimental intervention

III. B. 3) Comparative analysis within groups

In order to improve the logic and rigor of the analysis of the above research results, this subsection will carry out a comparative analysis of students' aesthetic education skills in the control group and the experimental group, the results of the comparative analysis within the control group are shown in Figure 6, and the results of the comparative analysis in the experimental group are shown in Figure 7. Comprehensively Fig. 6~Fig. 7, it can be seen that the P value of aesthetic education skills of students in the experimental group before and after intervention was 0.006, while that of the control group before and after intervention was 0.105, indicating that the traditional aesthetic education path has no obvious effect on the improvement of aesthetic education skills, and the effect of the "prison-university-community" trinity collaborative path on aesthetic education skills is particularly excellent, which is consistent with the results of subsection 3.2.2, which confirms the superiority of the "prison-university-community" trinity collaborative path in students' aesthetic education skills.

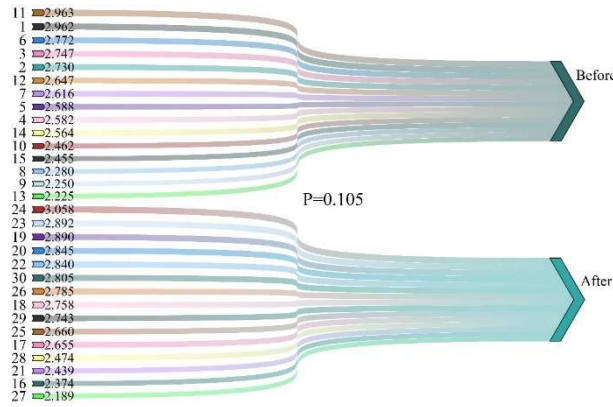


Figure 6: The results of intra-group comparative analysis within the control group

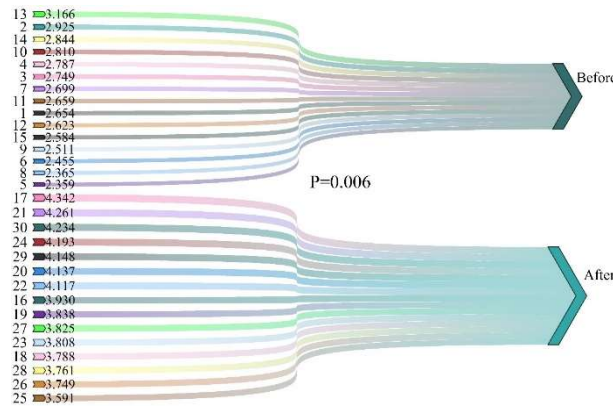


Figure 7: Comparative analysis within the experimental group

III. C. Comparative analysis of basic theoretical knowledge of aesthetic education

III. C. 1) Comparative analysis of basic theoretical knowledge of aesthetic education between groups

On the basis of the research data, the differences in students' basic theoretical knowledge of aesthetic education between the control group and the experimental group were explored, and the results of the comparative analysis of the basic theoretical knowledge of aesthetic education between the groups before the intervention are shown in Figure 8, and the results of the comparative analysis of the basic theoretical knowledge of aesthetic education between the groups after the intervention are shown in Figure 9. Combining the data performance of Fig. 8~Fig. 9, it can be seen that there is no significant difference in the basic theoretical knowledge of aesthetic education between the two groups of students before the intervention ($P=0.277>0.05$), and after the intervention of the two different experiments, the two groups of students' basic theoretical knowledge of aesthetic education showed significant differences ($P=0.001<0.05$), which clearly shows that, in terms of the basic theoretical knowledge of aesthetic education, the "Prison-college-community" trinity synergistic pathway is more effective in practice than the traditional aesthetic education pathway.

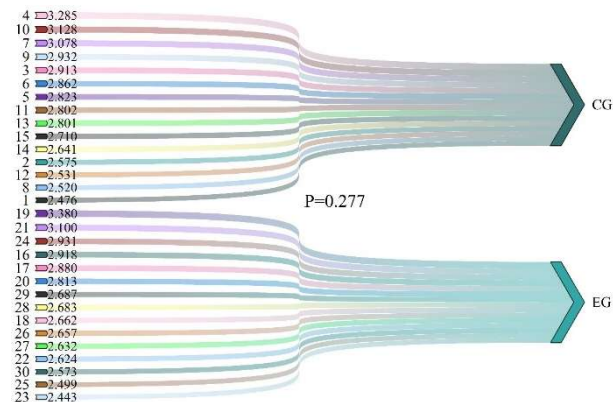


Figure 8: Comparative analysis results before intervention

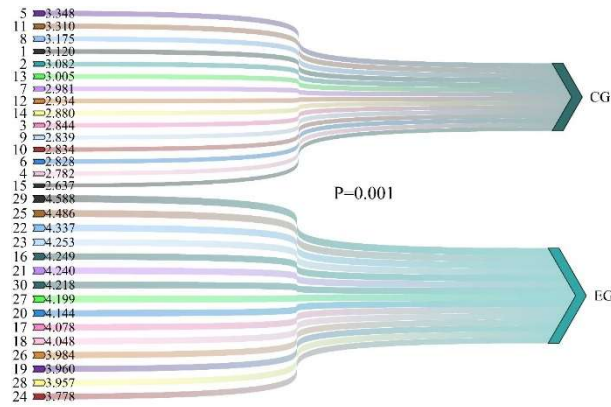


Figure 9: The results were compared and analyzed after the intervention

III. C. 2) Comparative analysis of basic theoretical knowledge of aesthetic education within the group

In order to strengthen the validity and feasibility of the research results, this subsection explores the differences in students' basic theoretical knowledge of aesthetic education within the group with the help of mathematical and statistical knowledge and data analysis tools, the results of the differences in students' basic theoretical knowledge of aesthetic education within the experimental group are shown in Figure 10, and the results of the differences in students' basic theoretical knowledge of aesthetic education within the control group are shown in Figure 11. Based on the size of the P-value in Figure 10~11, it can be seen that the basic theoretical knowledge of students' aesthetic education in the control group does not have a significant difference, on the contrary, there is a significant difference in the basic theoretical knowledge of students' aesthetic education in the experimental group, i.e., compared with the traditional path of aesthetic education, this paper's "Prisons - Colleges and Universities - Communities That is, compared with the traditional path of aesthetic education, this paper's "prison-college-community" trinity synergistic path is more significant in its practical application.

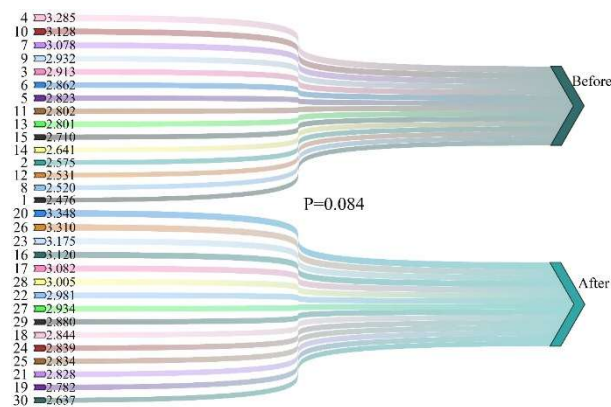


Figure 10: Intra-group differences within the experimental group

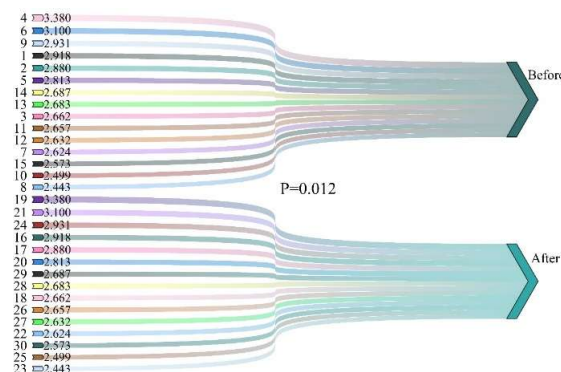


Figure 11: Intra-group differences in the control group

IV. Conclusion

Through the empirical research on 856 students in key undergraduate colleges in Province A, it is verified that the "Prison-College-Community" trinity synergistic pathway has shown significant effects in the education of aesthetic education. The experimental data show that the mean value of students in the experimental group adopting the trinity synergistic path in aesthetic education skills reaches 3.981, far exceeding the 2.694 of the control group in the traditional education mode, and the difference between the two groups is 1.287, which reflects an obvious advantage. In terms of the mastery of basic theoretical knowledge in aesthetic education, the experimental group and the control group showed a significant difference after the intervention, with a p-value of 0.001, indicating that the synergistic pathway has a significant effect in the teaching of theoretical knowledge. Intra-group comparative analysis further verified the effectiveness of the pathway, with a p-value of 0.006 for the experimental group before and after the intervention in aesthetic education skills, and a p-value of 0.105 for the control group, a significant difference.

The trinity synergistic pathway formed an aesthetic education ecology with complementary strengths by integrating prison correctional education resources, college professional education resources and community practice education resources. Colleges and universities play a leading role in providing professional faculty and theoretical support; prisons strengthen the practical and educational nature of aesthetic education through labor aesthetic education and behavioral modification; and communities serve as a connecting link, providing a broad practical platform and rich social resources for aesthetic education. This synergistic mechanism effectively solves the problems of dispersed resources and poor results of traditional aesthetic education, and provides innovative ideas and practical experience for the construction of an aesthetic education system in the new era.

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