

Aesthetic Education and Personality Optimization of College Students

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Abstract: Aesthetic education for college students is not a static evolution. It involves many factors, of which one of the most important factors is the optimization of their personalities. Therefore, it is necessary to conduct an in-depth research on aesthetic education and personality optimization of college students, clarify their basic characteristics and attributes, grasp the internal unity of the two, and constantly optimize their personalities through aesthetic education in order to promote the healthy development of college students.

Keywords: College students; Aesthetic education; Personality optimization

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1. Introduction

If a college student has not received aesthetic education, his or her personality is probably not sound enough. If a college student has an inferior personality, he or she will certainly not have good aesthetics. Therefore, the optimization of personality is the most important and the main purpose of aesthetic education for college students.

2. Attributes of aesthetic education and personality optimization

2.1. Aesthetic education

The purpose of aesthetic education is to improve the aesthetic ability among college students so that they would be able to create and express beauty. Aesthetic education for college students should be systematic and a continuous process so that students may develop the ability to distinguish beauty from its counterpart by constantly improving their self-cultivation. Through the practice of cultivating theory and aesthetic ability, it has been concluded that in order to have a rich culture in terms of humanities and arts, it is necessary to constantly understand both humanities and arts as well as participate in practical activities. The process of understanding humanities and arts as well as participating in practical activities is to receive aesthetic education^[1].

At present, the emphasis is on the cultivation of an all-round development among students, in which aesthetic education is an important way to promote that. By carrying out activities and practices pertaining arts and humanities, college students would have the opportunity to come into contact with humanistic information. This would benefit in developing their aesthetic ability and correcting their views on arts and humanities. Through aesthetic education, college students would be encouraged to have a good attitude to face the society, to discover the beauty of life and the beauty of nature, to resonate with the beauty of nature, as well as to create and express that beauty. Aesthetic education is a way of infiltration; by allowing college students to feel the beauty of literary works, life, or emotions in natural things, they would be able to

experience the enjoyment of beauty and distinguish beauty from its counterpart so as to develop better.

Aesthetic education for college students includes art education and humanistic education. The core of humanistic education is the humanistic spirit. This means that college students should first have self-cognition before having a clear cognition of the society in order to achieve harmony and unity among man, nature, and the society. The foundation to achieve humanistic spirit is to have humanistic quality; that is, to have a certain reserve of literary knowledge, to learn how to behave, to have correct values and world outlook, as well as to build one's own spiritual home. On the other hand, the core of art education is the artistic spirit, which involves the grasp of aesthetics in human, nature, and society as well as the realization of harmony existing among them. Art education aims at improving college students' artistic accomplishment and artistic aesthetic ability as well as enriching cultural deposits.

2.2. Personality optimization

The purpose of personality optimization is to improve the quality of college students with systematic cultivation as the means to promote correct values and develop good personalities so that they would have a better all-round development. Systematically optimizing the engineering characteristics of college students and integrating all the personality optimization factors, including schools, families, societies, and students' self-education, would optimize and cultivate students' personality, enabling them to distinguish beauty from its counterpart, as well as cultivating outstanding qualities, such as bravery, positivity, hardworking, able to care for others, patriotism, etc. ^[2].

College students' personality optimization has the characteristics of directivity, process, integration, practical application, and value recognition. Directivity refers to a positive and healthy personality that is conducive to college students' overall development and recognized by the society. Process refers to the long-term optimization of personality based on the background characteristics of the times, which is a dynamic process. Integration refers to the integration of the relevant factors of personality optimization into a system so that each factor can promote each other and give full play to the effect. Practical application refers to the situation after personality optimization, where students' personality should be able to adapt to the current society and their own environment. Value recognition refers to the recognition and acceptance of the optimized personality so as to give play to its functions and embody its value.

3. Internal unity of aesthetic education and personality optimization

Accepting aesthetic education for the growth of college students plays a role in promoting the aesthetic ability of college students to improve, whereby they would have a certain ability to identify beauty. Cultivating good personality can also promote the development of college students, and alike aesthetic education, it is necessary to edify students with arts and humanities through infiltration. Therefore, it can be appreciated that aesthetic education and personality optimization are connected, influencing and promoting one another with inherent unity. This is mainly reflected in the following points:

3.1. Sharing the same value orientation

In aesthetic education for college students, the value orientation is clear, and a large number of humanistic information should be used to edify students in order to help them establish a humanistic sense and an artistic interest as well as to be able to distinguish beauty from its counterpart in addition to have the ability to appreciate art and literature. Other than the ability to discover beauty, the ability to create beauty and display beauty may also help college students to better develop. In the cultivation of college students' personality optimization, aesthetic education is as clear as the value orientation, but it is also committed to the aesthetic ability of college students to form good ideological character. In that way, the ultimate goal

of aesthetic education and personality optimization is the same, which proves the intrinsic unity of their value orientation.

3.2. Similar dynamics

Aesthetic education is systematic, and its educational content is derived from art activities. This education allows college students to participate in activities pertaining to arts and humanities for them to gain a large amount of knowledge so that they would be subtly influenced and receive good education. This also enables college students to have the ability to perceive and appreciate humanities and arts, establish a correct view of humanities and arts, as well as develop their artistic interest. It is hardly possible to achieve the ultimate goal of aesthetic education overnight; thus, this education is from the surface to a deeper level as it is a dynamic process rather than a rush of indoctrination. The optimization of college students' personality is also a gradual process. The understanding and orientation of personality among contemporary college students are all influenced by the environment. In order to ensure that students develop good personalities, it is necessary for the school to purposefully cultivate and guide them continuously. Therefore, neither aesthetic education nor personality optimization is an overnight project. They both require long-term guidance and cultivation; in addition, their cultivation process is a dynamic one. Therefore, it can be concluded that aesthetic education has a consistent dynamic process with the personality optimization of college students, and its dynamic development has internal unity.

3.3. Having inherent unity with multidimensional integration

According to the attributes of aesthetic education as mentioned above, it is understood that humanistic education in aesthetic education includes humanistic knowledge and humanistic spirit. Humanistic knowledge mainly refers to literature, history, philosophy, etc., whereas humanistic spirit refers to the harmonious unity of self and the outside world. Art education in aesthetic education includes art knowledge and art spirit. Art knowledge mainly refers to literature, art comedy, as well as other art forms and content, whereas art spirit refers to the ability to control people, society, and nature. Humanistic education and art education in aesthetic education complement each other and are inseparable. They form a close system to train the aesthetic ability of college students. Based on the aforementioned personality optimization characterization, the optimization of college students' personality is to encourage students to develop credibility, integrity, bravery, good character, honesty, and trustworthiness in addition to being hardworking, studious, having self-esteem, self-improvement, innovation, and courtesy of tolerance while caring for others and serving the motherland. These qualities and contents are closely linked and mutually affect one another as a system. It can be seen that college students' aesthetic education and personality optimization should be consistent in the construction of an interactive development mode, and the multidimensional integration of college students' aesthetic education and personality optimization has internal unity.

4. Strategies for optimizing college students' personality in strengthening aesthetic education

Through the above analysis, it can be seen that aesthetic education and personality optimization are highly unified no matter at which level; thus, they are closely linked. Strengthening aesthetic education for college students is one of the most important method to optimize students' personalities. While optimizing college students' personalities by strengthening their aesthetic appreciation, it should be based on their initiative and flexibility without being too rigid or abstract. The following methods can be adopted:

4.1. Optimizing the personality of college students by enriching their knowledge of arts and humanities

Enriching the learning contents as well as promoting a more vivid and specific aesthetic education can greatly improve the students' grasp of art and humanistic knowledge while contributing to the cultivation of excellent personalities^[3]. For example, in learning the classic Chinese literature, "The Analects of Confucius," students can deeply explore its cultural connotations and not only gain historical knowledge, but more importantly, find out certain truths from Confucius. Confucius was a great educator in the history of China. He was exposed to various artistic treasures from an early age and became deeply involved in music as well as poetry in his later life. In addition, he also expressed his love for landscapes by traveling all over the famous mountains and rivers. He believed that aesthetics and art can play a great role when people explore the spiritual realm of "benevolence" through their own subjective consciousness. Therefore, Confucius attached great importance to aesthetic education; he was the first educator in China to advocate aesthetic education. By reading the records of the Grand Historian, one would not only understand the history, but also have a glimpse of Sima Qian's way of being a man. Sima Qian was a famous historian with profound knowledge and great artistic accomplishment. He did not only read a large number of literary works as a child but have also visited many places. During his travels, Sima Qian came into contact with people at all levels of the society, inspected many historical sites, and sorted out a large number of materials, which paved the way for his later work, "Records of the Grand Historian." *Shiji* is a practical writing; it is not only a complete narrative, but the language used is also very sophisticated with vivid descriptions of the characters. It is both a historical classic and an art literature with high aesthetic and artistic value. Therefore, in aesthetic education for college students, students can be encouraged to read literary works similar to the analects of Confucius or *Shiji*, which already contains a wealth of knowledge and literature value. This would benefit students in gaining rich knowledge of humanities and also allow students to be influenced by the great man's personality.

4.2. Optimizing college students' personality in cultivating humanistic and artistic spirit

In regard to the current social values, if students do not have their own integrity of personality, it is easy to distort their values, cause psychological problems, and even harm the society. Therefore, it is necessary to promote humanistic care for college students and optimize their personalities. Fundamentally speaking, the artistic and humanistic spirit explores the meaning of human existence, which is the center of a series of practical activities. The spirit of humanity and art can be divided into five levels from low to high, which are life, living state, goodness, truth, and beauty. Therefore, it can be understood that beauty is the ultimate concern for human beings and the existence beyond truth and goodness. The artistic and humanistic spirit is the spirit to care for people. When college students are influenced by the artistic and humanistic spirit via aesthetic education, they would begin to cherish life, love life and others, pursue truth and beauty, as well as further understand the connotation of the realm of art and humanity, thus promoting the cultivation of good personalities.

5. Conclusion

Aesthetic education for college students plays an important role in the cultivation of a high uniformity of aesthetic education with personality optimization. Aesthetic education is an important approach to personality optimization. In the era of information explosion, through aesthetic education in colleges and universities to optimize the personality of college students, certain values of the world remain to direct college students to develop in the right direction. Through aesthetic education and personality optimization, it is possible to enrich college students' knowledge of humanities and art as well as cultivate their artistic

and humanistic spirit in order to establish excellent personalities and promote the overall development of college students.

Disclosure statement

The author declares that there is no conflict of interest.

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