

Research on the Construction and Development of Aesthetic Education Bases in Higher Education Institutions

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Abstract: In order to implement the national aesthetic education policy, it is essential to organically integrate relevant aesthetic education resources, promote interdisciplinary education, and carry out extracurricular practical activities centered on aesthetic education. Strengthening the foundation of aesthetic education theory, addressing practical challenges in the teaching process, and closely linking research with teaching will create a feedback loop that benefits drama education. This article provides an in-depth analysis of the construction strategies, resource advantages and disadvantages, and development of aesthetic education bases, offering countermeasures and suggestions for their construction in universities. It aims to provide a solid research foundation for the growth and development of aesthetic education bases in higher education institutions.

Keywords: Aesthetic education; Educational base; Construction and development

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1. Introduction

Aesthetic education, as an important component of the comprehensive education system, has received increasing attention in China in recent years. Aesthetic education is not only an extension of art education, but also an essential way to cultivate students' aesthetic views, innovative spirit, and cultural literacy. In this context, the construction and development of aesthetic education bases in universities are particularly crucial. The university aesthetic education base, as a bridge connecting universities and society, provides students with a platform for practice, innovation, and communication^[1]. These bases not only provide students with abundant aesthetic education resources but also offer new directions for the development of aesthetic education in universities. Through the construction of aesthetic education bases in universities, it is possible to effectively combine the aesthetic education resources of universities with social needs, and achieve the maximization of the social value of aesthetic education^[2].

The main goal of the university aesthetic education base is to respond to national policies, follow

the basic construction principles of university functions, use university IP resources as a link, promote the development of teaching, research, practice, and other work in the aesthetic education base, seize the favorable conditions for the development of the aesthetic education base, open up a healthy cycle of operation between universities and enterprises, and strive to achieve a win-win situation between political requirements and educational practice requirements^[3]. Taking Chongqing as an example, eight universities including Chongqing University, Southwest University, Chongqing University of Posts and Telecommunications, Chongqing Jiaotong University, Chongqing Technology and Business University, Sichuan University of Foreign Studies, Chongqing Second Normal University, Chongqing Institute of Foreign Studies have jointly signed an agreement with Longmenhao Street in Nan'an District to build a university student art education practical base. This measure not only deepens the connection between universities and society but also injects new vitality into aesthetic education. Focusing on the national rural revitalization strategy, the project has innovated a new model of aesthetic education infiltrating supporting education through the "Internet+" model. Northwest Normal University leverages its advantages in aesthetic education research and practice as a normal university, providing continuous and precise assistance and volunteer services in areas such as aesthetic education curriculum teaching, club activities, campus culture, teacher training, and scientific research. This approach not only serves society, but also demonstrates the characteristic goal of "great aesthetic education" in the new era, and initially constructs a new pattern of aesthetic education with "one school, one policy" and "one school, one product." These cases demonstrate the diversity and development of the construction of aesthetic education bases in universities and provide valuable experience for other universities to learn from^[4].

2. Strategic analysis and guidance research on university aesthetic education bases

2.1. Conditions for the construction of aesthetic education bases

2.1.1. Hardware support for the venue as a geographical advantage

To achieve a win-win situation, schools need the regional radiation of education, and the government should plan characteristic and sustainable development model projects according to local conditions. To avoid the problem of tight start-up funds for schools and enterprises, it is necessary to effectively reduce the economic risks and time costs caused by scale prediction during the experimental phase^[5].

2.1.2. Positioning aesthetic education bases according to universities' mission and strategic opportunities

First, there are the national policy requirements and emerging market opportunities. Second, universities are tasked with extending the influence of aesthetic education within their regions and enhancing their social impact. Third, as a school-enterprise initiative, aesthetic education training is one of the most cost-effective options, capitalizing on its inherent appeal and aligning with current trends^[6].

2.1.3. Product conditions for advancing aesthetic education

First, aesthetic education should be positioned as the leading discipline, supported by a systematic faculty and teaching framework. Second, a market-oriented classification should be established based on the practical needs of different types of aesthetic education. Third, labor costs can be reduced compared to commercialization by utilizing an integrated model of teaching and internships within universities, where there is a sufficient supply of teaching staff^[7].

2.2. Product revenue model of aesthetic education bases

The construction of aesthetic education bases primarily requires obtaining relevant policy support at the teaching level of universities, developing a “long-term + large-scale production” product production model, and ensuring the product revenue of aesthetic education bases. Secondly, after the successful construction of the aesthetic education base, the initial scale of product production, and the maturity of the production mode of the aesthetic education base, we actively carry out cross-regional and cross-provincial cooperation models to expand the social influence of aesthetic education^[8].

3. Analysis of the advantages and disadvantages of resources in the construction of aesthetic education bases

3.1. SWOT analysis

The advantages are as follows: (1) The venue cost is low. According to the current congestion standard price, the cost of 1,000 square meters of land is basically maintained at around 1.5–2 million yuan. Among them, the most urgent need for individual institutions is the corresponding performance venue. (2) The cost advantage of teaching staff is significant. Relying on the resources of universities, we can further expand and strengthen our own brand of aesthetic education bases. In terms of teacher qualifications, the number of aesthetic education bases in universities is relatively abundant, while some non-state art education institutions lack corresponding teacher resources in their aesthetic education bases^[9]. (3) The construction cost of aesthetic education bases is controllable. In terms of reputation and brand promotion, the training provided by any extracurricular art institution is not as grandiose as the training provided by educational institutions. In terms of market development, the construction of aesthetic education bases in universities actively responds to the national education policy at a macro level; at the micro level, it also conforms to the realization of the social functions of universities. (4) The construction of aesthetic education bases can lead to the development of a number of industries, further adding resource advantages. In terms of drama art education bases, theater, performance qualifications, stage design resources, drama creation, awards, enrollment, books, textbooks, audio-visual materials, and publications are all resource advantages that can be derived from art education bases.

The disadvantages are described as follows: (1) The operational management is weak. First, there is a lack of corresponding operational talents and mature operational teams; secondly, there is a lack of corresponding experience in operating and managing aesthetic education bases, and the initial cooperation between universities and enterprises urgently requires the establishment of a sound decision-making and distribution mechanism for the development of aesthetic education bases. The production products of the aesthetic education base are yet to be verified. Academic correctness does not necessarily translate into the correctness of producing products. When facing the current development status of the market, the service awareness of aesthetic education bases needs to be further updated and improved. The fourth issue is the lack of funds, which requires the support of start-up funds in order to achieve long-term development. (2) There are disadvantages in terms of publicity. Firstly, the aesthetic education base has never been market-oriented. From the design and channels to search optimization, there are no existing precedents or operational models for the aesthetic education base, making it a case of “feeling in the dark.” Additionally, beyond official media promotion, the base lacks market channel resources and urgently needs to explore further opportunities in this area. A third challenge lies in positioning its promotion efforts, where it is crucial to balance public welfare with market needs while maintaining alignment with the correct political direction^[10].

3.2. Logical analysis of enhancing self-financing ability of college aesthetic education bases

First, art education training, particularly children's art education, serves as a key business area. Second, the establishment of the aesthetic education base is comprehensive, with profits not only benefiting the universities but also being reinvested into the base's development. Third, there is a need to explore new business opportunities. While maintaining the success of existing operations, new ventures can be developed by aligning with available resources, aiming to expand revenue streams. Fourth, the base should support universities by integrating research, creation, practice, and service, as schools and enterprises offer the quickest connection to society. Fifth, the base helps address student employment by prioritizing graduates from the university and expanding sections that create diverse internships, practical roles, and new business opportunities. Finally, the aesthetic education base supports university branding by acting as a key contributor to the institution's identity. Through the integration of aesthetic education projects, we aim to strengthen the university's brand and ensure its long-term vitality.

4. Development of aesthetic education bases based on large-scale enrollment analysis and research

4.1. Seizing the time and publicity efforts

Firstly, in terms of publicity channels and intensity, universities need to make the maximum resource allocation for public welfare promotion. For example, alumni from universities can conduct maximum public welfare promotion. The second is the theme of publicity, focusing on promoting the significance of aesthetic education and the establishment of bases. Thirdly, enterprises should borrow public welfare points from universities and do a good job of connecting commercial channels.

4.2. Diversifying product content and services effectively

Universities need to emphasize the brand and content. Universities do not lack brands, but without marketing, they require a long fermentation period. Secondly, the content should be packaged in a service-oriented manner that meets the needs of business development.

4.3. Unwavering in the positioning of large-scale enrollment

Enrollment in aesthetic education bases is not structured as a chain of training courses. Instead, the goal is to leverage the base's geographical and resource advantages. By closely integrating college resources and campus locations, initiatives such as study tours, public events, and various aesthetic education awards can be organized to fully utilize these resources, thereby creating a unique market position.

5. Countermeasures and suggestions for the construction of aesthetic education bases in universities

5.1. Actively exploring school-enterprise cooperation and strengthening the construction of teaching practice bases and off-campus talent training bases

The Ministry of Education and the Ministry of Finance are comprehensively promoting the reform of central universities and enterprises, using schools and enterprises as leverage points, exploring collaborative education mechanisms such as school-enterprise cooperation and school-local cooperation, coordinating

the use of practical teaching and innovation and entrepreneurship education resources, integrating regional resources, expanding practical platforms, and deepening collaborative education. At present, major theater troupes such as the National Centre for the Performing Arts, Tianqiao Art Center, Poly Art Theatre, and Central Ballet are also playing a role in aesthetic education. The biggest advantage of universities is that their educational resources and faculty resources cover all age groups of teachers, including in-service and retired teachers. This is a natural advantage that allows students outside the school to feel the infectious power of professional teachers from universities. Classroom teaching and practical teaching are efficiently connected with society, supporting each other and extending the integration of teaching and internship, becoming a powerful driving force for the overall framework of teaching practice.

5.2. Utilizing aesthetic education bases to serve society and universities' teaching and research

Universities should give full play to the advantages of art education bases, innovate financing models, absorb social resources through multiple channels, and enhance the self-financing ability of universities. Through course acceptance and market reputation, it has become a model for school-enterprise cooperation. Aesthetic education is incorporated into the entire process of talent cultivation at all levels and types of universities, running through all stages of higher education; an aesthetic education curriculum system that connects large, medium, small, and young students is constructed, clarifying the objectives of aesthetic education courses at all levels and types of universities, introducing social forces, effectively integrating resources, and building a high-end think tank for aesthetic education.

5.3. Carrying out aesthetic education integration with social benefits as the core

Universities must strengthen their internal drive, enhance their “self-sustaining” capabilities, and focus on key decisions such as comprehensive planning, strategic direction, macro-level layout, coordination, and financial investment. These efforts will accelerate the completion of art education bases, improve their capacity for self-financing, and ensure the long-term ecological vitality of the institutions. Universities invest educational resources and cooperate with enterprises to cover various levels according to the standards of the college. During the implementation process, it is important to refine the implementation plan and schedule, determine the division of responsibilities, execute the plan, and improve effectiveness. Continuously building aesthetic education bases and actively carrying out various levels and types of aesthetic education integration actions can gradually form a large-scale and flagship national aesthetic education base.

6. Conclusion

The progressiveness, openness, and perfection of culture and art have not only become one of the elements of comprehensive national strength but also an important symbol to measure the comprehensive competitiveness of a city area. Constructing and designing aesthetic education bases to high standards can effectively drive the local community's surrounding economy, hotels, and catering, enhance regional visibility and comprehensive competitiveness, and promote the comprehensive development of politics, economy, culture, and other aspects of the community. This not only brings economic benefits but also contributes to talent cultivation and education. Establishing aesthetic education bases is a substantial promotion of implementing the national aesthetic education spirit, which is also of great significance for universities to carry out their own development plans.

The construction of aesthetic education practice bases aims to be guided by the needs of primary and secondary schools, supported by the advantageous resources of universities, and fully utilize the professional abilities and innovative spirit of aesthetic education teachers. Through the deep integration of universities and primary and secondary schools, not only can we promote the popularization and improvement of aesthetic education, but we can also provide students with a broader practical stage to cultivate their innovation ability and sense of social responsibility. However, the construction and development of aesthetic education bases in universities still face some challenges. How to better integrate the resources of universities and society, how to effectively promote the popularization and improvement of aesthetic education, and how to better cultivate students' innovation ability and social responsibility are all issues that require our in-depth research and exploration.

Overall, the construction and development process of aesthetic education bases in universities is arduous and requires joint efforts from various aspects such as universities, society, and government. Through continuous exploration and practice, we believe that the aesthetic education base in universities can play a larger role and make greater contributions to cultivating outstanding talents with an innovative spirit, cultural literacy, and social responsibility.

Disclosure statement

The author declares no conflict of interest.

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