

# Integration of Global Aesthetic Education into International Business Curriculum

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**Abstract:** The aim of this paper is to explore the integration and dissemination of global aesthetic education in international business courses. Firstly, by analyzing the concept and connotation of aesthetic education, as well as the influence of cultural united front on its promotion, the urgency of combining aesthetic education with international business education is revealed. Secondly, through practical integration, the application of the global aesthetic education concept in the design of international business courses is demonstrated. Then, the paper discusses the value and contribution of global aesthetic education to international business education, as well as its prospects in the field of international business. Finally, in conjunction with the connotation of cultural united front, the significance and impact of aesthetic education in patriotic united front work are emphasized.

**Keywords:** Cultural United Front; Global Aesthetic Education; International Business; Overseas Cultural Communication

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## 1. Global Aesthetic Education and Business Curriculum Education in the Context of Cultural United Front

### 1.1 Concept and Connotation of Cultural United Front and Aesthetic Education

#### 1.1.1 Cultural United Front

“Cultural confidence is a more fundamental, extensive, and profound confidence; it is a more basic, profound, and enduring strength.” In the current context of globalization, the Cultural United Front aims to promote the dissemination and influence of Chinese culture on the international stage through various cultural activities and exchanges, thereby enhancing the country’s soft power and cultural confidence.

#### 1.1.2 Aesthetic Education

Traditional Chinese aesthetics is considered a spiritual activity transcending rationality and is an important part of Chinese

traditional culture. Classical aesthetic education encompasses various art forms such as classical music, fine arts, rubbings, calligraphy, etc., with the core aim of achieving moral cultivation through art. In contemporary China, with the deepening development of new era aesthetic education concepts and under the leadership of the Party, people's aesthetic ability has been further enhanced, correct aesthetic concepts have been shaped, and a global aesthetic education with both Chinese characteristics and global integration has been formed.

## **1.2 Current Situation of International Business Curriculum Development**

Currently, more and more universities are beginning to emphasize the establishment of internationalized business courses, but the setting of business courses mostly consists of basic courses, professional courses, and elective courses. At the same time, the curriculum setting is relatively traditional, lacking in targeting, and failing to meet the needs of different students and differentiated development, nor can it meet the demand of enterprises for high-quality business talents.

In higher education, universities in developed countries generally regard aesthetic education as an important component of general education, placing "culture" and "art" at the center of education, and attaching importance to promoting comprehensive human development through aesthetic education. Chinese aesthetic education was proposed to cultivate people with aesthetics, beautify people with aesthetics, and incorporate aesthetic education into the entire process of talent training at all levels. Therefore, it is necessary to clarify the essence and connotation of aesthetic education, clarify the importance and necessity of modernizing aesthetic education in higher education under the new situation, integrate global aesthetic education into business courses, and enhance the quality and connotation of business courses in higher education.

## **2. Integration Practice of Global Aesthetic Education into International Business Curriculum**

### **2.1 Overall Design of Global Aesthetic Education Integration into International Business Curriculum**

Guided by the concept of cultural united front, the international business curriculum should cultivate talents in the business field who can adapt to social needs, balance theory and practice, and have strong practical skills, continuously injecting fresh blood into China on the world stage. The penetration of aesthetic education in the international business curriculum should be based on China while also having a global perspective, mainly including classical cultural beauty, moral ethics beauty, teaching form beauty, and global vision beauty.

### **2.2 Implementation Path of Global Aesthetic Education Integration into International Business Curriculum**

#### **2.2.1 Strengthening the Integration and Utilization of Online and Offline Course Resources**

In the process of promoting the integration of aesthetic education into the international business curriculum, strengthening the integration and utilization of online and offline course resources is crucial. By carefully selecting online video resources related to the integration of aesthetic education and international business curriculum, traditional Chinese aesthetics, and Chinese new era aesthetic education, vivid aesthetic education cases and practical experiences can be provided to stimulate students' interest and understanding of beauty. Meanwhile, combining offline characteristic course construction, integrating global aesthetic education into the international business curriculum can not only enhance students' learning experience but also better meet the requirements for cultivating high-quality talents for comprehensive development in the new era.

#### **2.2.2 Using Activities as the Center to Facilitate the Integration of Aesthetic Education**

By organizing various forms of aesthetic education activities such as art exhibitions, concerts, dance performances, etc., students can actively participate, enhance their aesthetic experience, and improve their emotional expression abilities. Therefore, placing activities at the core of teaching not only helps deepen students' cognition and experience of beauty but also promotes their comprehensive development of physical and mental health.

#### **2.2.3 Integration and Utilization in Various Ways**

In addition to integrating online and offline resources and activity-centered teaching models, multiple teaching methods such as case teaching, computer-assisted simulation, practical consultation guidance, and confrontation drills should be comprehensively utilized. These teaching methods can effectively stimulate students' interest and participation, promote their practical abilities and comprehensive qualities in the business field.

## **3. The Significance and Impact of Global Aesthetic Education in Patriotic United Front Work**

### **3.1 Contribution and Significance of Aesthetic Education Integration into International Business Education for United Front Establishment**

Firstly, as a form of cultural soft power, aesthetic education can enhance the country's cultural confidence and cohesion. Secondly, aesthetic education plays an important role in talent cultivation. By integrating aesthetic education into international business education, outstanding talents with high cultural literacy and aesthetic ability can be nurtured, providing more talent resources for various fields of the united front. Additionally, aesthetic education can promote cultural exchange and dissemination. Through international business courses, it enhances communication and understanding among students from different backgrounds, providing a broader platform and opportunities for the construction of the united front.

### **3.2 The Influence of Global Aesthetic Education on Overseas Cultural Communication**

Firstly, as an important part of Chinese culture, Chinese aesthetic education provides a new cultural perspective and experience for the international community through its unique aesthetic concepts, artistic forms, and cultural connotations. Secondly, through overseas cultural communication, global aesthetic education enables the world to have a more comprehensive understanding of China, winning more international cooperation and support for China, and promoting the construction of a new type of international relations characterized by openness, inclusiveness, cooperation, and win-win cooperation.

## **4. Conclusion**

In conclusion, the integration and dissemination of global aesthetic education in international business courses have significance and impact. In the future, further research on global aesthetic education will be deepened to explore its deeper integration with international business education. At the same time, it is also expected that global aesthetic education will make more positive contributions to promoting world cultural exchange and the community of human destiny.

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