

# Research on the Construction of General Aesthetic Education Curriculum System in Colleges and Universities in Border Areas

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Fund Project: Practical research on aesthetic education in colleges and universities in Xinjiang in the new era, project number: XJEDU2018SY035, youth project of scientific research plan in colleges and universities in Xinjiang Uygur Autonomous Region; Practical research on aesthetic education in Xinjiang universities, project number: 2018XYKYYB15, general research project of Xinjiang Art Institute in 2018.

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**Abstract:** In recent years, China has issued a series of policy documents related to aesthetic education, which has pushed aesthetic education to a new historical height and put forward detailed guiding opinions on the implementation of aesthetic education. As the main educational position of aesthetic education in colleges and universities, it is the most effective way to implement it by organically combining the educational thought of aesthetic education with the existing general courses in the past. Because aesthetic education and general education have the same goal and coincide with each other in cultivating students' all-round development. The aesthetic education in remote areas, especially in frontier areas, has its special educational significance and social value, and it is hoped that this research will provide effective promotion and help for aesthetic education in frontier areas.

**Keywords:** University; Aesthetic Education; Border Area

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## 1. The social responsibility of aesthetic education in the new era

### 1.1 Changes in the connotation and extension of aesthetic education

Since its birth, aesthetic education has the practical significance of promoting education and improving human relations, which has been a consensus between China and foreign countries since ancient times. In the west, ancient Greek philosophers used drama, poetry, painting, sculpture and other aesthetic forms to educate the general public. In China, we also used the popular art form as the medium to educate people very early, and promoted people from vulgar and ordinary living level to perfect ideal state.

The research and development of aesthetic education abroad is more reflected in Kant and Schiller's period, Schiller is the founder of independent aesthetic education, while Kant's aesthetics studies aesthetics as an independent discipline, which is the logical starting point of aesthetic education. Cai Yuanpei is the founder of studying modern aesthetic education in China. His aesthetic education thought has always influenced so far, and has a positive guiding role in guiding the public to form a correct world outlook, outlook on life and values.

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doi: 10.18686/ahe.v5i4.3579

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## **1.2 The relationship between general education and aesthetic education in colleges and universities**

General education in the modern sense originated from the 19th century. At that time, many European and American scholars felt that the academic branches of modern universities were too specialized and their knowledge was severely divided, so they created general education. Its purpose is to train students to think independently and have a more comprehensive understanding of different disciplines, so that they can integrate different knowledge. The ultimate goal is to train complete and complete people. Since the 20th century, general education has become a compulsory subject in European and American universities. As an important part of college education curriculum, general education curriculum includes education of knowledge and skills in all fields of students' life. The purpose of general education is to cultivate sound personality and bring up high-quality and comprehensive talents with broad vision, rich emotion and diverse knowledge.

Aesthetic education is not a simple art education, but includes artistic beauty, natural beauty, social beauty and scientific beauty. Aesthetic education is also a lifelong education system, which is a comprehensive and penetrating education composed of family, school and society. This kind of education is not simply understood as training everyone to become an artist, but a comprehensive talent with artistic aesthetic appreciation ability, which promotes education and ethics from the aesthetic education level, and enables us to form a kind and correct personality and yearning for good things.

Aesthetic education and general education have the same goal and coincide with each other in cultivating students' all-round development. It should be emphasized that it is different from the art major courses in colleges and universities. The aesthetic education general course is based on the artistic professional skills as the cornerstone of cultivating artistic talents, focusing more on the cultivation of artistic works appreciation ability, popularizing aesthetic concepts, cultivating sentiment, and using more channels to know and feel beauty so as to create beauty. This makes clear the effective path and practical significance of aesthetic education in colleges and universities.

## **1.3 The social responsibility for aesthetic education in colleges and universities in the new era**

Due to the influence of the current market economy, people's hearts are impetuous and their material desires are inflated, which also deeply affects the original intention of cultivating sound personality of college students. After students enter the university, the way of learning changes in exam-oriented learning to active learning. Faced with such changes, many students understand it as a free life without restraint and pressure, and begin to try all kinds of new things unscrupulously, flaunt their immature personality, contact with social phenomena that they can't distinguish right from wrong, and even lead to problems such as lack of personality, lack of creativity and psychological imbalance among college students at the critical stage of their physical and mental growth. All these is related to the lack of humanistic education, especially aesthetic education. The essence of aesthetic education is to make people become a complete and comprehensive person with both physical and mental beauty. Therefore, it is increasingly urgent for university education to emphasize people-oriented, student-oriented, culture-oriented and aesthetic education-oriented, and realize people's all-round growth. It is not difficult to see from a series of policies on aesthetic education issued at the national level in recent years that the state attaches great importance to aesthetic education to a new historical height, and it is incumbent upon aesthetic education workers to be born at the right time.

## **2. The development status of aesthetic education in border areas**

### **2.1 Teaching resources**

The first are teacher support. The national education department has made great efforts to help the poor through education in the border areas, especially in the remote grass-roots villages and towns, and devoted all the efforts of the whole country to support them from various aspects such as manpower and material resources. College students from teachers' colleges in the mainland go deep into remote primary and secondary schools with insufficient teachers to carry out teaching practice activities, and some experts and scholars from mainland universities go to frontier posts to provide excellent teaching resources, and appoint local grassroots backbone teachers for further study, which has greatly improved the quality of teaching teachers in all parts of the frontier. However, there are also shortcomings. For example, the local primary and secondary schools have limited conditions, and the resettlement of students for teaching is not well implemented, which can't fully meet the smooth development of teaching activities. In addition, there is a lack of unified planning for teaching activities, and there are problems

of the connection between teaching contents, the unification of teaching methods and the adjustment of teaching difficulty among different teaching teams, which leads to the unsatisfactory overall learning effect of students. When I was a minority counselor, I met students that really wanted to go back to their hometown primary and secondary schools to take root after graduation. However, local schools were turned away because there was no spare time to prepare, and the teaching teachers could meet the teaching needs of schools. We did not want to see vigorous teaching activities and support shows, but wanted a group of frontier teachers who could afford to stay.

From the perspective of aesthetic education, the biggest problem with present is the lack of attention, especially in primary and secondary schools. In the case of relatively limited overall investment, art, music, dance and sports, etc., be regarded as insignificant and costly courses. Because of the overemphasis on the rate of enrollment, and the proportion of aesthetic education achievements in students' comprehensive evaluation and enrollment is very small, aesthetic education courses often give way to the main courses, which brings difficulties to the promotion of aesthetic education in the frontier.

## **2.2 Teaching materials constructions**

The construction of teaching materials in border areas should not be underestimated. Because it is located in the frontier, most of which are inhabited by ethnic minorities, it is easy to be infiltrated and bewitched by foreign hostile forces, which has risen to a problem of robbing the ideological field. Taking Xinjiang as an example, for many years, leaders at all levels of supervision have neglected, deliberately sheltered and even actively participated in the compilation, and infiltrated separatist thoughts and violent terrorist thoughts into the folk language textbooks of primary and secondary schools in various forms. Through years of distorted education, a group of young people involved in various terrorist cases have been trained. Without exception, they all admit to being bewitched by these teaching materials during the interrogation after being arrested. Therefore, we should attach great importance of the construction of teaching materials, especially those in border areas, and we must strictly check and verify them.

## **3. The development path of aesthetic education in colleges and universities in border areas**

The first are the management level. The functional departments of the government, especially the education departments in the border areas, earnestly implement the aesthetic education work, instead of going through the motions, and constantly cultivate and upgrade the aesthetic education concepts of relevant responsible persons through various activities. Let them carry out aesthetic education consciousness in their work. Specific to the management level of schools at all levels, it is also necessary to strengthen the attention and efforts of aesthetic education construction, especially the primary aesthetic education in primary and secondary schools and the general aesthetic education in comprehensive universities, which is the most direct and long-term way to popularize aesthetic education.

Second is the teacher level. This still requires the coordination of relevant functional departments, the integration of nearby superior resources, the rational distribution, the formulation of effective assistance plans, the pre-job short-term necessary training for teaching teachers, and the enhancement of understanding, so as to facilitate the teaching students to better practice and exercise their teaching ability, and let students really learn the same authentic knowledge as children in cities. Colleges and universities all over the world should make good use of their own platforms, do a good job in teacher training for teachers in universities, primary and secondary schools, and constantly update their aesthetic education concepts, so that grassroots educators can keep up with the pace of the new era. At the same time, through this cohesive force, we can organize activities related to aesthetic education with local characteristics, carry forward excellent traditional culture and open to the public, which is a good bridge for the interaction between schools and the whole people's aesthetic education.

With regard to the construction of teaching materials, we also realize that it has great influence, so this platform has been used well, and its influence is still great. Aesthetic education can also play its due role in the process of textbook construction. Here is still not limited to the construction of teaching materials for fine arts majors, but more importantly, in the process of mass aesthetic education, aesthetic elements are integrated into the teaching materials of other disciplines like salt dissolved in water. Make good use of the network multimedia platform technology, and show it in all directions with pictures and texts. From the perspective of learning acceptance, vivid pictures are more conducive to students' mastery than

blunt words, especially in the teaching of lower ages. In addition to the static pictures originally printed in books, teachers can be equipped with some animation video courseware. While building teaching materials, we should broaden our thinking, follow up teaching auxiliary materials synchronously, and make teaching materials resources that are truly suitable for wider needs. Facing the whole society, we should recruit talents, set up special project funds, set up bidding competition and compile teaching materials, set up research groups, and let aesthetic education, theoretical scholars and practical front-line personnel in universities, middle schools and primary schools work together to realize the comprehensive development of aesthetic education.

## 4. Conclusion

To sum up, aesthetic education in border areas has its special educational significance and social value, so the aesthetic education work is to give full play to the important role of art in serving economic and social development, apply more art elements and artistic elements to urban and rural planning and construction, enhance urban and rural aesthetic charm and cultural taste, and better serve the people's high-quality life needs. It is necessary to enhance cultural self-confidence, take the United States as a medium, strengthen international cultural exchanges, take the United States as a medium, enhance the cultural and artistic literacy of the whole people, and build a beautiful frontier in the new era.

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