

Values and Strategies of Aesthetic Education in Physical Education under the Goal of Core Literacy

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Abstract: Sports aesthetic education fully promotes the value of "educating people," which is crucial to students' general development, under the umbrella of core literacy. Sports aesthetic education allows students to study and produce beauty, cultivating beauty in their emotions and elevating their spirituality. By examining the relationship between core literacy and sports aesthetic education, it is discovered that sports aesthetic education, which falls under the core literacy goal, has the fundamental value of enhancing people's ability to appreciate beauty, the central value of nurturing people's creativity, and the fundamental value of facilitating people's attainment of spiritual freedom. Sports aesthetic education's implementation strategies for achieving the core literacy goal include enhancing the cognitive and guiding powers of sports aesthetics, dismantling disciplinary boundaries, increasing the penetration power of sports aesthetic education, and changing its perspectives and objectives.

Keywords: Core literacy; Sports aesthetic education; Human education; Sports

1. Introduction

The official publication of the research findings on "China's student development core qualities" in September 2016 signaled the start of a new phase of curriculum reform in China's basic education, and "core qualities" in the nation started to be widely adopted. The "Opinions on the Effective Strengthening of Aesthetic Education in Higher Schools in the New Era" and the "Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era" were published by the Ministry of Education in 2019 and 2020, respectively.^[1] Documents like the Opinions on Comprehensively Strengthening and Improving the Work of Aesthetic Education in Schools in the New Era published by the General Office of the CPC Central Committee and the General Office of the State Council demonstrate the importance of aesthetic education. Concerning core literacy, it serves as the foundation for teachers to construct curriculum objectives and plans as well as the key to educational concepts and aims. The idea of core literacy is advantageous for future professional skill development and student growth as a whole. By fusing sensual education, which encourages students' emotional resonance, personal experience of life, freedom, and image with rational education, which maintains a state of rigor, aesthetic education is a key tool for perfecting human nature. As a result, students are given the greatest sensibility and freedom to perfect their split human nature comprehensively. Under the direction of the core literacy objective, we should pay attention to both the perceptual aspects of physical education as well as the effects of sports on people's physical levels. The aesthetic education of physical education, which has the purpose of "educating people" as its core value, not only advances the discipline but also has significant implications for students' future development. This ensures and puts into practice the core literacy in China's "educating people" value.

2. Conceptual Clarification

2.1 Core literacy

Core literacy in China has become a hot topic among students in recent years and serves as the cornerstone of talent development and the establishment of Chinese curriculum values. Professor Chu Hongqi asserts that core literacy is multidisciplinary and superior to knowledge. Many researchers in

China have varied levels of expertise and viewpoints. Core literacy is comprehensive, and is for the knowledge, ability, and attitude of the synthesis and beyond.^[2] According to Chang Shanshan and other scholars, the ideological basis for the cultivation of students' core qualities is the "comprehensive development of human beings", and the core qualities are presented in the form of three-dimensional integration, focusing on students' ability to survive and humanistic qualities, with strong comprehensiveness and practicability.^[3] Zhang Hongxia scholars believe that core literacy is the necessary character and key ability for individuals to adapt to the needs of the future society, to obtain comprehensive development, and to improve their ability to survive, it is the basic condition to meet the lifelong learning, and it is an important guarantee to improve the comprehensive quality of individuals.^[4]

Core literacy is not the same as a thorough, high-quality education. Core literacy refers to the purpose of education, focusing on highlighting the fundamental components of individual education, i.e., reflecting "individual needs" and including "social needs," while comprehensive quality refers to the teaching content, aiming to develop students' comprehensiveness. The goal of core literacy is to draw attention to the fundamental components of a person's education, which represent "individual needs" and also "social needs." We are dedicated to the healthy growth of education around the objective of "educating people" as a result of the interaction between the two. Core literacy, which encompasses knowledge, skill, emotion, and other fundamental components, focuses on students' capacity for problem-solving, invention, cooperation, and other related skills, as well as the fundamental literacy required upon joining the society. The study of core literacy highlights human growth, which includes people's capacity to fit into society, build lifelong skills, and recognize their value to maximize development.

2.2 Aesthetic education in sports and aesthetic education originated from the

Same source, but over the course of civilization, they split off to become two distinct tributaries, as can be observed from the long river of history. Students in the ancient Greek era saw physical activity as a crucial component of political life and aimed to achieve the union of health and strength through exercise.

Politics had a big influence on how sports and aesthetics developed in our nation, and the existence of several eras, the way sports and aesthetics were expressed, and the values of the period illustrate the unique relevance of each. Sports and aesthetic education in ancient China were primarily expressed through skills, such as Confucius' concept of "traveling in the arts," where "arts" primarily referred to the six arts of ritual, music, archery, martial arts, calligraphy, and mathematics, of which music, archery, and martial arts were all related to physical education. The fundamental focus of the era in contemporary China, where conflicts were frequent, was to fortify the body and save the nation. It is evident from the sporting activities, like military drills, that aesthetic education was primarily practiced in the spirit of martial arts to foster national feelings. The majority of physical education courses were replaced by other courses after the Cultural Revolution, and the majority of the physical education courses that remained were heavily influenced by politics. This was due to the influence of the overall social atmosphere, which led to a gradual strengthening of ideological and political education. Therefore, moralization had an impact on both physical education and aesthetic education during this time, and the human body was not valued. The cultivation of students' feelings of beauty in sports, their affirmation of themselves in their pursuit of freedom, and their understanding of the value of life have all been integrated into the teaching process since the state began paying more and more attention to students' hobbies and physical health following the reform and opening up.

2.3 The Relationship between core literacy and aesthetic education in physical education

Core literacy encompasses a range of elements, including knowledge, skill, and emotion. Core literacy and core literacy in physical education are related progressively, and core literacy is gradually applied through core literacy in other disciplines as well as physical education. To support the core literacy objective of education, core literacy in physical education is primarily reflected in sports ability, health behavior, physical education, and moral behavior.^[5] As a sports subject, quality is crucial to both the core literacy aims for students to play a higher level of sports aesthetic education than just the subject knowledge of enlightenment. The cultural underpinning of core literacy includes the requirement of aesthetic aptitude, and sports aesthetic education opens the door to aesthetic education from the perspective of sports, allowing students to simultaneously enhance their mental and spiritual independence while also enhancing their physical health. Through the above, we can see that the core

literacy and sports aesthetic education, 1) from the viewpoint of purpose, both "educating people" as the goal; 2) from the viewpoint of form, sports aesthetic education belongs to the core literacy under the core literacy of physical education subject core literacy; 3) A sort of aesthetic education exists because, from the perspective of the connection, the cultural foundation is a part of the core literacy of a certain kind and the sports aesthetic education is a part of the cultural foundation. has a link of containing and being contained and is a part of the cultural base; 4) Functionally, basic literacy and sports aesthetic instruction both fall under the umbrella of education that transcends disciplinary boundaries and are crucial to students' overall personal growth. As a result, sports aesthetic education is consistent with the objective of core literacy and contributes significantly to it.

3. The value of aesthetic education in sports under the goal of core literacy

Aesthetic education in sports is a diversified, comprehensive, holistic, and developmental view of sports, which emphasizes that sports should be student-oriented, and its purpose is to point to the comprehensive and free development of students and to meet the requirements of building a harmonious society.^[6]This is in line with China's fundamental literacy objective, which emphasizes the value of education for students' autonomy, comprehensiveness, and growth as well as the freedom to express one's emotions and pursue one's goals in life. There are primarily three types of basic value, key-value, and core value about the value of sports aesthetic education under core literacy:

3.1 Basic value: enhancement of human aesthetic capacity

Students must possess the awareness, fundamental skills, and aesthetic value orientation to discover, recognize, appreciate, and assess beauty to complete the core literature curriculum.^[7]Additionally, the primary goal of sports aesthetic education is to develop students' aesthetic faculties. From developing students' aesthetic receptivity to the perception of external things, to developing their aesthetic appreciation to discern the beauty and ugliness of things, and finally, to developing their aesthetic inventiveness over time. The necessary condition for aesthetic activities to occur is the aesthetic receptivity of sports, which is a general understanding of sports mostly through observation and imitation, such as attending a dancing competition, a baseball game, etc. Sports aesthetic appreciation refers to the students' development of a particular aesthetic sensibility based on sports or other things between the beauty of the right judgment, to raise their level of aesthetic interest and appreciation. Sports aesthetic creativity is needed to form the accumulation of aesthetic ability, for Students of beauty discovery, beauty imagination, and beauty production have high requirements. Sports aesthetic creativity is necessary to build the accumulation of aesthetic ability. It can train students' thinking ability and autonomous learning abilities, which benefits individuals for life. All of them are cultivating people's aesthetic capacity, from the physical beauty of sports to movement beauty to spiritual beauty. Additionally, there is a continuous rising process in the comprehension of artistic talent. From an individual point of view, students first appreciate beauty, then understand beauty, then embody beauty, and finally realize they can create beauty. Students' aesthetics in sports range from aesthetic perception to aesthetic representation to aesthetic imagination to aesthetic ability. The ability of students to follow the objective law of the progression of things from superficial to deep aesthetic instruction in physical education is embodied in this gradual process. It will be more profound to sculpt physical beauty, the capacity to demonstrate sporting beauty, and the search for spiritual freedom.

3.2 Key values: nurturing human creativity

Autonomous development, which primarily relates to keeping a positive attitude toward learning and creating healthy habits of autonomous learning, is a key trait crucial to an individual's lifelong growth. Students intentionally and consciously transform labor- or military-related activities into ceremonies, dances, and entertainment in sports. They also transform the technical and tactical beauty of sports through various corresponding dynamic forms of themselves. Finally, they produce the beauty of the rules of sports through participation, comparison, and other means. Its original aesthetic approach is constantly transforming not only the outside environment but also its subject. Sports aesthetic education, unlike other subjects, affects people's hearts, and when people's inner aesthetic feelings are constantly influenced by sports aesthetic education and the objective aesthetic world, their subjects will experience quantitative to qualitative breakthroughs, and such breakthroughs will produce creativity, which further influences the objective world. Sports aesthetics are distinct from other consumer goods. They require ongoing mental transformation because they are consumed. Human

emotions connect with the body, and in this relationship, the use of the imagination allows for the full utilization of human subjective initiative to foster human creativity in sports aesthetics. To assure the development of the fundamental connotations of core literacy in China, sports aesthetics education ensures the ability of dynamic and active thinking as well as the ability to foster human creativity.

3.3 Core values: Emancipating people spiritually

Since the primary goal of core literacy is "nurturing human beings," which is ultimately the quest for freedom, core literacy also communicates the notion of "freedom." In actual life, pupils are more frequently ensnared by society's utilitarianism and lose their sense of freedom. First and foremost, students who are actively involved in sports can liberate themselves from utilitarianism and dogmatism and experience spiritual and emotional upliftment. Students experience the presence of beauty, the importance of freedom of life, and the release of the soul by immersing themselves in the freedom that physical education and sports afford them. Second, sports aesthetic education can help people break free from utilitarianism, realize the transcendence of human instincts, transcend human instincts based on physiological and rational considerations, realize emotional and spiritual sublimation, and make sure that students start down the path of emotional freedom. Last but not least, morality is a social convention of a norm, this standard has a stronger rational factor that exists, will be forced by external pressure, and there is a certain degree of compulsion. Sports aesthetic education is the embodiment of the internalization of morality. The goal of sports aesthetic education is to help students relate this requirement to their feelings, transform the requirement into initiative, and fully exploit the function of autonomy. The process of sports aesthetics frequently results in an "immersion" type of experience; during this experience, our individual and the environment around us become one. This experience then causes the person in this realm to discover the meaning of life, returning from the busy outside environment to the "true" world." World, fully appreciate the fundamental purpose of aesthetic education through sports, complete the restoration of human nature, and free the spirit." Self-perception, aesthetic power, and other aesthetic traits are enhanced through sports aesthetic education, which also promotes the value of life, the meaning of existence, spiritual freedom of thought, and the realization of the fullness of poetry life. Physical education is not only a physical education, but also an education of beauty, emotion, and life, which finally leads to spiritual emancipation, by fostering students' uniqueness, emotion, comprehensiveness, and freedom.

4. Implementation Strategies of Physical Education Aesthetic Education under Core Literacy Goals

The value of education in "educating people" has been emphasized in recent years under the umbrella of quality education, and investigating educational approaches and methods with the value of the discipline has elevated to the top of the priority list. Sports aesthetic education is intended to "educate people" as its primary goal, merely to make up for the emotional components of the subject's education and to create the groundwork for the field's future development. Aesthetic education still has a lot of space for improvement, even though China has published some publications to address its flaws. Sports aesthetic education is a subset of aesthetic education and is destined to be important to students' spiritual freedom, lifetime growth, and self-improvement. So, to ensure that physical education and aesthetic education are implemented in line with the objective of core literacy, the following measures are suggested.

4.1 Strengthening sports aesthetic guidance and cognitive power

To develop their aesthetic cognition, gain access to aesthetic ability and aesthetic interest, fend off outside influence, and finally achieve spiritual liberation, one must first master aesthetic cognition, which is the most fundamental link in the development of aesthetic ability. In sports practice activities, if there is a lack of aesthetic cognition of various sports, the understanding of sports will develop superficially, hollowly, just in the one-sided imitation, repetition, and inability to find the meaning of these. As a result, neither the love of sports activities nor the ability to cultivate aesthetic ability will be formed, which will ultimately harm the human body and mind. Together, rational and emotional thinking can mold a complete person, but the current emphasis on rational traits like intelligence has tipped the scales in the wrong direction and made people less concerned with their humanistic morality, aesthetic appeal, and other connotative qualities of the enhancement. To develop our aesthetic cultivation with a positive and active mentality, we need therefore strengthen autonomous cultural

cultivation and accept the cultivation of sports aesthetic education. Before everything else, teachers' influence on students' aesthetic education in sports should be strengthened. Students are taught the fundamentals of sports aesthetics through theoretical courses in the form of films or slides, allowing them to conceptually construct the core concept of sports aesthetics and then further their vision and understanding through practical instruction. Second, pupils' ability to think critically about aesthetic education in sports is improved. Second, pupils' ability to think critically about aesthetic education in sports is improved. Sports practice involves the expression of physical movement and the surrounding environment as a state of mind. Through consistent practice, one can develop selflessness and come to understand the harmony between beauty and man. The development of artistic invention and ultimate aesthetic ability is made possible by boosting teachers' guiding of pupils and improving students' independent cognition.

4.2 Break the disciplinary barriers and expand the penetration of sports aesthetic education

The idea of total human development serving as the foundation of education will be prevalent in the next years as the need for high-quality education grows. Sports aesthetic education will break down barriers between sports disciplines, connect with other disciplines, and provide the required literacy for future development as a high-quality education. If aesthetic education in sports is restricted to the discipline of sports and places a heavy emphasis on the effects on the human body or movement, it can be seen as restricting aesthetic education to achieve the goal of core literacy. It breaks down the boundaries of the discipline and has positive effects on our lives, education, and future development in addition to physical education learning and body posture. First, the infiltration of natural beauty by sports aesthetic instruction. The sports teaching environment is primarily referred to when discussing the natural beauty created by human society through sport. Students' initiative and creativity will be encouraged, their aesthetic imagination and associations will be developed, they will have more aesthetic freedom, and they will have the beauty experience that comes from the pleasure of sports in a good teaching environment. Second, social beauty is penetrated by sports aesthetic instruction. The relationships between individuals and their surroundings, people as the core of society, and relationships between sports and aesthetic education—more so from an interior perspective—make up society. For instance, sports that encourage fighting spirit, tenacity, a strong sense of rules, and respect for opponents, teammates, coaches, and others. These aesthetics from athletics are subtly incorporated into routine social interactions. Finally, humanistic beauty is penetrated through sports aesthetic instruction. Emotional freedom is finally attained through constant accumulation, which also shapes personal values in the process of shaping the external universe.

4.3 Transforming Perspectives and Goals of Aesthetic Education in Physical Education

When it comes to the physical education curriculum, aesthetic education is expressed very clearly, and the majority of teachers use the cultural understanding of sports aesthetics to show students the beauty of sports. The practical nature of sports is ignored in this curriculum, and the integration of theory and practice is broken. On the other hand, theoretical lectures prevent students from fully comprehending the beauty of sports. From a didactic standpoint, this kind of sports beauty communicated from the teacher's point of view is bound to have objective as well as rational factors, ignoring the students as the main body of the sport's beauty of the feelings and expressions. As a result, it should change from the single perspective of the teacher to the dual perspective of the teacher and the students. The teacher's perspective serves as a fundamental manual for the student's perspective, helping them to transcend to the pinnacle of feeling and actualize the expression of their aesthetic experience of sports. American educator Dewey originally held the view that education's goal is to forego any external utilitarian considerations during the educational process. Dance, the most artistic representation of physical education, also loses its pedagogical importance in physical education due to its functional purpose. For instance, there are several instances of people learning dance for competition and advancement, and this instrumental purpose is a disregard for the importance of aesthetic education in physical education. This type of imitative and repetitive teaching is still present in the current physical education curriculum, which prevents students from fully appreciating the experience of beauty brought by sports and detaches skill-based learning from the meaning of human aesthetic education. To achieve the ontological goal of sports aesthetic education, it is necessary to emphasize the futility of the sporting process, concentrate on the ontological value orientation of educating people, lessen the pressure on students to pursue both academic and skill learning, feel the beauty that exists in the physical education process, pay attention to the pleasure that sports aesthetic education brings, and, in the end, realize the harmonious development of people.

5. Conclusion

Education has an impact on the nation's future and the talent development system. Therefore, in line with the new social development trend, focusing on developing students' comprehensive qualities and key abilities as well as understanding the fundamental core literacy that will have a significant impact on their future development will not only help students become more socially adept but will also make significant contributions to the advancement of academic disciplines and the future of the nation. Aesthetic education in sports is extremely important for developing aesthetic ability, realizing the "complete human being" and achieving spiritual freedom, upgrading the care for people to the care for all people, realizing the unity of people and beauty, and discovering the purpose of one's own life. It is an essential component of the core qualities.

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