

# Research on the Development of Public Art Education in Universities under the Background of Comprehensive Strengthening of Aesthetic Education

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**Abstract:** *With the continuous reform and development of the education system, China is paying more and more attention to the development of quality education. As the main core part of carrying out quality education, aesthetic education can effectively cultivate students' aesthetic literacy. Public art education is one of the important ways for universities to carry out aesthetic education, and its emergence provides a good platform for the effective development of aesthetic education, which can cultivate more high-quality comprehensive talents. However, due to the fact that some universities have not yet recognized the importance of public art education, the public art education system is relatively incomplete. Based on this, this article will conduct in-depth research on the development of public art education in universities under the background of aesthetic education.*

**Keywords:** *aesthetic education; Universities; Public art education; development; Research*

## 1. Introduction

Quality education can effectively enhance the basic literacy of Chinese citizens and cultivate more excellent talents with both moral and talent abilities. China began aesthetic education as early as times, and with the continuous progress of the aesthetic education system, it gradually gained new connotations and development. Aesthetic education can be called aesthetic education, which aims to cultivate students' aesthetic concepts, qualities, and emotions, so that they can have a correct value, worldview, and outlook on life. Public art education, as the guidance of aesthetic education, can further enhance students' aesthetic and value concepts, and promote their comprehensive development. Although some universities have comprehensively improved the development of public art education, there are still various problems that hinder the development of public art education. Therefore, universities should comprehensively strengthen the integration of aesthetic education and public art education in the context of aesthetic education, improve the public art education system, clarify educational goals, in order to comprehensively enhance the comprehensive quality of students, and thus maximize the sustainable development of public art education in universities under the background of aesthetic education.

## 2. The Concept and Connotation of Public Art Education in Universities

Public art education in universities is a highly comprehensive education system that utilizes information technology to impart students' understanding of art knowledge, mainly through common methods such as music, dance, photography, drama, painting, and movies, in order to enhance students' aesthetic ability. As an important means of cultivating students' quality education, public art education universities should fully leverage the advantages of art education, maximize students' emotional, logical, and innovative abilities, and meet the needs of students' physical and mental health. In addition, some universities' public art education still stays within the narrow scope of aesthetic education, and the training objectives for students are still at the level of conveying artistic beauty, makes students not deeply realize the value of aesthetic education and completely limits the of aesthetic education. Nowadays, the purpose of aesthetic education is to cultivate students' comprehensive development, shape them into comprehensive talents with ideals, qualities, character, sentiments, and possess the ability to appreciate and create beauty. So, when constructing a sound art education system, universities should cultivate students in the direction of cultivating their character, in order to cultivate more high-quality comprehensive talents.

### **3. The Main Significance of Carrying out Public Art Education in Universities under the Background of Aesthetic Education**

#### ***3.1 Effectively inheriting China's excellent educational traditional culture***

Traditional education in our country has always adhered to the educational philosophy of morality and goodness, placing great emphasis on cultivating students' inner cultivation. Only in this way can we cultivate people who understand right from wrong, beauty from ugliness, and have correct values. Aesthetic education can not only cultivate students' aesthetic concepts, but also help them grow into excellent talents with good moral character, promoting the formation of a sound personality. As an important educational venue for cultivating talents and inheriting culture, universities can effectively inherit China's excellent traditional education culture and innovate culture. Therefore, carrying out public art education in the context of aesthetic education can conform to the laws of educational development to the greatest extent, and can also promote the development of public art education in the most standardized way. It is also one of the most important ways to achieve high education and inherit traditional educational culture, and is an inevitable trend in the development of higher education. So, public art education in universities is an important carrier for carrying out the education system with Chinese characteristics, and its educational goals have certain similarities with traditional education goals<sup>[1]</sup>.

#### ***3.2 An Important Carrier for Implementing the Task of Cultivating Virtue and Cultivating People***

With the continuous reform and progress of the education system, China is paying more and more attention to the development of quality education. Implementing the task of cultivating morality and talent is an important link in the development of quality education. In the context of aesthetic education, public art education can effectively implement the fundamental task of cultivating morality and talent, thereby effectively improving the overall quality level of students. China has already entered the era of information technology, and the information people are exposed to is becoming increasingly diverse. Faced with the openness of the internet, students' values and outlook on life face certain challenges. In such a situation, students' psychological quality or personality development is prone to an incorrect path, and they are also prone to forming incorrect perceptions of values, which can lead to narrow-minded, irritable, or anxious situations. Carrying out public art education in the context of aesthetic education can cultivate students' aesthetic abilities, help them establish correct values, outlook on life, and career, and cultivate their ability to appreciate and create beauty<sup>[2]</sup>. So, public art education can effectively implement the fundamental task of cultivating morality and talents, promote the comprehensive development of students' morality, intelligence, physical fitness, aesthetics, and labor, and also cultivate students to become comprehensive talents.

### **4. The main problems faced by public art education in universities under the background of aesthetic education**

#### ***4.1 The positioning of public art teaching courses is unclear***

For public art education in universities, it is necessary to choose the focus of the major based on the actual needs of the university, such as the building scale and faculty strength of the university. However, from the current perspective of some universities, there are still cases of positioning errors in public art teaching courses. They believe that public art education and professional skills are the same nature of the curriculum system, and do not deeply recognize the value of public art education. They believe that public art education is just about offering art type professional courses, and even fail to distinguish between professional education and universal education. Some universities still have a narrow understanding of public art education in aesthetic education, believing that public art education is about improving students' aesthetic and appreciation abilities. This positioning only leaves students' understanding of art at a superficial level, without equipping them with the ability to create beauty, and unable to shape them into high-quality and comprehensive talents. Some universities also believe that public art education is about creating various types of art clubs, conducting diversified art activities, and creating a good artistic atmosphere. They also consider art activities as public art courses, which results in students only learning marginal knowledge of aesthetic education, limiting the development of aesthetic education. All of the above are due to the unclear positioning of public art teaching courses, the existence of narrow aesthetic education, and the failure to play the role and value of public art

education.

#### ***4.2 The public art education curriculum system is not perfect enough***

Only by ensuring the scientific rationality of public art education courses can the role of public art education be maximized. However, for some universities at present, public art education courses are set up based on the needs of talent cultivation, rather than having a complete education curriculum system. This teaching model cannot deeply explore aesthetic education work, nor can it form a certain scale. Moreover, the lack of a comprehensive public art education curriculum system is currently the biggest problem in some universities, which cannot fully meet the educational needs of modern aesthetic education. With the progress of social and economic development, people are exposed to diverse cultures and information. During this period, students are inevitably influenced by a diverse environment, which affects their values and outlook on life. At the same time, the social atmosphere also directly affects the atmosphere of the campus. Due to the open nature of the internet, various popular elements of the internet have swept through. In such a situation, if the public art education system is not perfect enough and there is a narrow aesthetic education, there is no way to correctly guide and educate students' values and life concepts, and thus the advantages of public art education are not fully utilized. So, universities must optimize and improve the public art education curriculum system, so that students can have the correct aesthetic ability and the ability to create beauty, learn to distinguish between beauty, ugliness, good, and evil, and comprehensively promote the formation of a healthy personality for students.

#### ***4.3 Insufficient teaching staff***

As China gradually strengthens its emphasis on aesthetic education in universities, the teaching staff of aesthetic education in various universities has been expanded. However, for the current development of some universities, due to the gradual popularization, the teaching staff of public art education in universities can no longer cope with the development of universities, and there is still a significant shortage of teaching resources. And some universities lack full-time public art course teachers. Most of the public art courses in universities are held by teachers from art colleges outside the campus or from the art colleges of the university, which results in insufficient public art teaching staff and differences in teaching abilities among teachers. This also leads to a relatively single and backward teaching method for public art education. This has not fully realized the value of public art education.

#### ***4.4 No professional management organization***

From the current perspective of public art courses in some universities, most of them have not established a separate research and management section for public art courses. Generally, the academic affairs and art departments of universities manage and research on their behalf. Due to a lack of professional researchers and management personnel, it is impossible to conduct in-depth analysis and research on public art courses, resulting in outdated teaching methods and insufficient novelty in teaching content. Without a comprehensive curriculum system, it is difficult to meet the needs of modern public art education. Some universities even fail to recognize the importance of public art education and do not offer the most basic public art courses. So, without professional management institutions, it is impossible to keep up with the progress of social development to build a sound public art curriculum system, and it will also make the evaluation system of public art curriculum relatively backward, thus unable to adapt to the continuous reform and change of education<sup>[3]</sup>.

### **5. Effective Measures to Promote Public Art Education in Universities under the Background of Aesthetic Education**

#### ***5.1 Building an independent public art education management institution***

Therefore, universities must establish independent public art education management institutions, equipped with professional and full-time teachers and staff, which is the most basic requirement for effectively carrying out public art education. In this process, universities need to clarify the personnel responsibilities of public art education management institutions, and specifically implement each responsibility to full-time responsible teachers, such as setting teaching objectives, constructing and improving curriculum systems, selecting course materials, implementing assessment mechanisms, and

allocating teaching staff, in order to effectively promote the healthy and long-term development of public art education, Improve the quality and efficiency of public art education in all aspects, in order to maximize the value of public art education.

### ***5.2 Clarify the positioning of aesthetic education and enhance awareness of aesthetic education***

Aesthetic education is an important link in promoting the comprehensive development of students' morality, intelligence, physical fitness, aesthetics, and labor. Its teaching goal is to cultivate students with certain aesthetic abilities and help them form high-quality and high-quality talents. It can effectively regulate students' moral qualities and is also a teaching form that students can easily accept. Moreover, aesthetic education can stimulate students' awareness of creating beauty through their aesthetic perception of art, making various dull education more vivid and concrete, while also possessing a certain degree of flexibility. However, there is still a marginalization in the positioning of public art education in some universities, as they do not truly recognize the importance of public art education and believe that only students majoring in art will need the support of public art courses. Students who do not study art do not need to accept public art education courses, which has led to the ineffective development of public art education in universities. Therefore, universities must clarify the status of aesthetic education, fully recognize the importance of public art education, and construct effective management measures to enhance the important status of the subject of aesthetic education. We also need to implement a credit management system for both theoretical and practical courses in public art courses. Only after completing the required credits can we graduate, which can comprehensively strengthen students' understanding of aesthetic education. In addition, not only should theoretical courses in public art be emphasized, <sup>[4]</sup>but practical courses in public art should also be emphasized. Theoretical courses mainly cultivate students' aesthetic ability and ability to discover beauty, while practical courses enable students to combine theoretical knowledge and practical perception in participating in practical activities, thereby effectively promoting students' physical and mental health development, and forming a sound personality quality.

### ***5.3 Building a sound public art curriculum system***

To carry out public art education in the context of aesthetic education, all disciplines should be combined with aesthetic education, and aesthetic education should not be limited to aesthetic education. Instead, a good learning atmosphere for aesthetic education and a sound public art curriculum system should be established in order to fully unleash the value of aesthetic education. For this reason, colleges and universities can set up public art courses according to different levels of specialty. First, they carry out aesthetic education through music, art, drama, calligraphy and dance. Second, they give play to the value of aesthetic education through theoretical courses, appreciation courses and practical courses. Finally, in practical courses, folk art observation, visiting art exhibition and artistic creation experience are necessary courses. Only in this way can students maximize their perception of the beauty of art and enhance their ability to create artistic beauty. And the construction of the public art curriculum system can also revolve around traditional culture and art classics, with the main public curriculum system mainly focusing on historical theory, practice, and appreciation. So, in order to achieve long-term and healthy development of public art education, it is necessary to build a comprehensive public art curriculum system, establish diversified public art courses based on students' actual needs, fully integrate public art courses with various disciplines, fully tap into the aesthetic education resources of various disciplines, and comprehensively strengthen the aesthetic education of students.

### ***5.4 Optimize the teaching staff of public art education***

To improve the teaching quality of public art education, in addition to a sound teaching system, there should also be an adequate teaching staff. The ability level of the teaching staff and whether the teaching staff is sufficient are the most basic prerequisites to ensure the quality of teaching. Therefore, universities should first optimize the teaching staff of public art education through various channels, hire more professional and comprehensive teachers, in order to effectively improve the comprehensive ability level of the teaching staff. Secondly, regular training can be conducted to improve teachers' theoretical level and teaching ability. Teachers can also be encouraged to pursue further education regularly to learn more modern teaching methods and content, in order to keep up with the pace of social development. In addition, universities can also invite art professionals with noble qualities and talents to serve as teachers of public art education courses, which can enable students to learn more about public art. As professionals who have been engaged in the art industry for a long time in society,

their professionalism, practical ability, or artistic acumen have great advantages, and they can also learn more about modern and advanced art information, Thus, it can fully cultivate students' social practice abilities. So, only by actively optimizing the teaching staff of public art education can we improve the teaching quality of public art education and cultivate more outstanding comprehensive talents.

## 6. Conclusion

In summary, carrying out public art education in universities under the background of aesthetic education can cultivate students' aesthetic and creative abilities, help them form correct values, have a sound personality, and become high-quality and comprehensive talents suitable for social development. In this process, universities need to continuously build a sound curriculum system, clarify the positioning of aesthetic education, and optimize the teaching staff, in order to maximize the value of public art education.

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