

# Investigation and Analysis of the Construction Mechanism and Effectiveness of Art Education Clubs in Local Colleges and Universities

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**Abstract:** *Art clubs are important carriers for local colleges and universities to implement aesthetic and art education and cultivate high-quality talents. Art clubs have established a construction work mechanism which is responsible by school-level leaders, coordinated by relevant functional departments, and implemented by the teaching departments of aesthetic education and public art education. The art club implements a membership system and a credit system. In the process of construction, the system and mechanism of art clubs in some local colleges and universities are not perfect, the concept of club construction is backward, and there are deviations in the concept and cognition of teachers and students in aesthetic education. In some art clubs, the aesthetic education coordination mechanism is not complete, the aesthetic education teachers and funds are insufficient, and the aesthetic education curriculum resources and teaching methods are single. As a result, the construction of art clubs and the effect of aesthetic education are not ideal. The systematic investigation of the construction mechanism, implementation path and initial results of art clubs in local colleges and universities will help promote the construction of art clubs in colleges and universities, it also can meet the individual needs of college students in aesthetic education and art education.*

**Keywords:** *Art club, Construction mechanism, Construction effectiveness, Multiple intelligence, Symbiosis theory*

## 1. Introduction

Since the implementation of quality education, the humanistic quality of college students in our country has been greatly improved. However, judging from the current and overall situation of aesthetic education teaching in colleges and universities in our country, aesthetic education is still a weak link in the entire educational undertaking. The main manifestations are: what students have received is only professional knowledge-based education, aesthetic education and other humanistic quality courses are only offered as elective courses, and the phenomenon of emphasizing exams over literacy, minority over proprietary, and competitions over popularization still exists. Disciplinary positioning and curriculum setting are not reasonable, resource allocation is not up to standard, there is a serious shortage of aesthetic education teachers, the level of campus culture construction is not high, and the collaborative promotion mechanism is not perfect and imperfect.<sup>[1]</sup> The lack of aesthetic education will inevitably lead to the lack of aesthetic ability and low aesthetic taste of college students. They don't know what beauty is, and they don't know how to appreciate beauty, let alone how to express beauty and create beauty. In recent years, in order to further deepen the reform of aesthetic education and teaching in colleges and universities, strengthen the construction of public art courses in colleges and universities, and cultivate socialist builders and successors with all-round development of morality, intelligence, physique, art and labor. School art education and aesthetic education are highly valued, and a series of policies and guiding documents from the macro and micro policy ecological levels were issued to improve the current situation of aesthetic education. The policy of improving aesthetic education and improving students' aesthetic and humanistic qualities were clearly proposed, and the education system that comprehensively cultivates morality, intelligence, physique, art and labor were also clearly proposed at the National Education Conference. As a macro programmatic document, it has become the fundamental basis for school aesthetic education and art education. The Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era and Several Opinions on Promoting the Development of Art Education in Schools, Opinions of the Ministry of Education on Effectively Strengthening the Work of Aesthetic Education in Colleges and Universities in the New Era, Public Education in Colleges and Universities, etc. And thus clear requirements and specific plans for

strengthening school art education and aesthetic education were put forward from the micro level.

The art clubs are important parts of the school's cultivation of high-quality talents with all-round development. It is to implement the school's aesthetic education thought of cultivating people with culture and educating people with aesthetics, and to build a new aesthetic education system of discovering beauty, appreciating beauty, creating beauty, and experiencing beauty. The art club is also an important way to cultivate a healthy, simple and honest campus culture, improve students' aesthetic cultivation and enhance cultural self-confidence. At present, most of the aesthetic education and art education teaching in most colleges and universities in our country still follow the traditional and relatively unified curriculum teaching mode, paying less attention to and satisfying students' interests and hobbies. Students are not interested in class, their satisfaction is low, the utilization rate of teaching resources is inefficient, and the achievement of the goal of course teaching is not enough. In order to further strengthen the function of aesthetic education, promote the reform and development of school aesthetic education, and promote the comprehensive development of students' morality, intelligence, physical education, art and labor. Some colleges and universities in our country have launched the teaching reform of public art education, implemented the club system, opened club courses, and gradually expanded the coverage on the basis of the pilot. However, compared with comprehensive and normal universities, universities of finance and economics, science and technology, medicine, agriculture and higher vocational colleges have great differences in aesthetic education teachers, aesthetic education resources, awareness of aesthetic education concepts, system and mechanism innovation, and curriculum system improvement. There will also be certain differences in the progress and effectiveness of the construction of art clubs in colleges and universities.

Therefore, under the background of aesthetic education, the construction mechanism, implementation path and preliminary results of art clubs in some local universities in our country are systematically investigated, it is helpful to systematically promote the construction of art clubs in colleges and universities, innovate management systems and mechanisms, deepen education and teaching reforms, improve and optimize construction paths, integrate and optimize school aesthetic education resources, improve the quality of art education and aesthetic education, and meet the individual needs of college students' aesthetic education and art education.

## **2. Research objectives and methods**

This paper takes art clubs of some local colleges and universities as the research object, and selects representative comprehensive colleges, normal colleges, finance and economics colleges, science and engineering colleges, medical colleges and agricultural colleges as research objects according to the nature and regional location of colleges and universities. Focusing on the construction mechanism, implementation path and preliminary results of the above-mentioned art clubs in colleges and universities, and making a diagnostic evaluation of these college art club systems. Through systematic analysis and repeated discussions, its advantages and disadvantages are revealed, and it is expected to further promote the teaching reform of aesthetic education and art education in colleges and universities.

### **2.1. Research objectives**

Carry out in-depth investigation and research, comprehensively sort out policy needs, and understand the current situation of aesthetic education and art education in colleges and universities.

In order to explore its breakthrough path, we should systematically inspect the status quo of the construction of art clubs in colleges and universities, focus on the inspection and exploration of the innovation of the management system and mechanism of art club construction, specific implementation paths and preliminary results, and deeply analyze the problems existing in the practice of art education club construction.

Create a good environment and atmosphere for aesthetic education, pay attention to the educational function of the campus cultural environment, innovate the training mode of art talents, strengthen the teaching and research of aesthetic education, discuss the synergistic mechanism of mutual penetration and integration of school aesthetic education classroom teaching, extracurricular activities and campus culture construction.

Study the characteristics of aesthetic education and art education teaching in the new media era, establish an art education club network resource sharing platform, and pay attention to the guiding role of aesthetic education and public art education in the network for college students.

Explore the resource construction and teacher team construction of art education club aesthetic education and public art education courses.

## **2.2. Research methods**

This paper adopts the combination of theoretical research and empirical analysis, quantitative research and qualitative research, system comparison and comprehensive analysis. Guided by aesthetics, art, psychology and education, this paper mainly adopts research methods such as literature research, field investigation, case analysis, statistics, comparison and comprehensive analysis.

### **2.2.1. Literature research method**

Sort out the basic theories of aesthetic education and public art education teaching, as well as the national policy regulations on aesthetic education and public art education in colleges and universities.

### **2.2.2. Combination of quantitative research and qualitative research**

Using big data, questionnaire survey, field investigation, in-depth interviews and other methods to understand the aesthetic validity and current status of aesthetic education and public art education for college students in some local universities. Then make a scientific and reasonable explanation of the practical dilemma of the development of aesthetic education for college students, and analyze the reasons for this dilemma. Try to understand the actual situation of aesthetic education and public art education in some local colleges and universities, and make scientific and reasonable analysis. Find out the specific situation and existing problems in the construction of art education clubs in some local colleges and universities, and finally propose strategies to solve the predicament.

### **2.2.3. Statistical method, comparative method and comprehensive analysis method**

Adhere to the combination of systematic comparison and comprehensive analysis, conduct statistics, comparison and comprehensive analysis of survey data, analyze the shortcomings and difficulties in the construction of art education club systems in some local colleges and universities, and explore their solutions.

### **2.2.4. Case analysis method**

Case study is an important way to realize the research method in this paper. Select the successful practices in the construction of art clubs in some local universities for case analysis and publicity and promotion. For colleges and universities that didn't do well, we should deeply analyze the reasons and explore their breakthrough paths.

## **3. The Construction Mechanism and System of Art Clubs in Local Colleges and Universities**

### **3.1. The management mechanism and organizational system of art clubs**

Colleges or universities established central art clubs, with the leaders in charge of aesthetic education and art education as the first responsible person, responsible for the universities' aesthetic education and art education leadership. Thus, a working mechanism for the construction of art clubs has been established, which is under the responsibility of school-level leaders, coordinated by relevant functional departments, and implemented by the aesthetic education and public art education and teaching departments.

#### **3.1.1. Governing body**

Through the integration of campus resources, a campus art club is established, affiliated with the art college, and managed by the art college. The club has one director, who is concurrently served by the dean of the School of Art, and several deputy directors, who are concurrently served by deputy leaders of the Academic Affairs Office, the Youth League Committee, the Propaganda Department, the Student Affairs Office, the College of Liberal, and the College of Art, as the competent department of the school art club. The art club center is located in the Art College, responsible for the daily management of each club, and cooperates with the Academic Affairs Office to do a good job in teaching supervision and year-end assessment. The office of the leading group of art clubs is located in the Office of Academic Affairs, responsible for the construction of each club site, site maintenance, application for funds required for equipment procurement, and the standardized and orderly operation of each club.

### **3.1.2. Club type**

From the perspective of club project types, according to the category of literature and art, combined with the actual teaching staff of the campus, a series of sub-clubs such as poetry, prose, novels, drama, calligraphy, seal cutting, painting, vocal music, photography, film and television, and arts and crafts are established. Some clubs can implement dynamic adjustments based on actual development needs.

### **3.1.3. Club application and approval**

From the point of view of club application and approval, the establishment of each branch club is applied by the relevant college or teacher, reviewed by the campus's literary and art club center, and approved together with the Academic Affairs Office. Each branch club has a director and a deputy director, who are responsible for daily management, activity organization, assessment, credits and other work.

## **3.2. Teaching and management system of art clubs**

The teaching and management system of an art club includes membership registration, membership approval, membership withdrawal and modification, credit recognition and study warning, daily management, assessment and evaluation, and other aspects of club activity time. The registration of members of each branch club is carried out in the 4th to 5th week of the first semester of each school year, and the activities of each branch club mainly use spare time and weekends.

### **3.2.1. Member Registration**

Each literary and art sub-club adopts membership system. Members are divided into junior members and senior members. According to personal interests, hobbies and specialties, undergraduate students apply to register as members of a certain club through the online system. All undergraduates of Anhui University of Finance and Economics must join the junior members of a certain branch club and obtain the corresponding qualification certificate.

### **3.2.2. Member Approval**

Junior members are mainly for students in the first and second grades. Senior members are mainly for students in the third and fourth grades, and junior members can join senior members after obtaining a certificate.

### **3.2.3. Return and Amendment of Membership**

Students who are junior members can apply for the club at the end of each semester or the beginning of the next semester. Each student can withdraw and change once during the university period. Special circumstances are approved and determined according to the procedures.

### **3.2.4. Credit recognition and study warning**

The Certificate of Competency for Junior Membership is one of the conditions for undergraduate students to graduate. All undergraduate students must join a club as a junior member. Undergraduates who are unable to join a certain club for special reasons will be exempted or replaced by certificates issued by their colleges and relevant departments. After studying and studying in a certain club, students complete the required credits, and complete the corresponding process assessment and result assessment, which will be counted as 2 credits, and the system will automatically generate a junior member qualification certificate. In the management process of credit recognition, through the club credit identification management platform, the first-year and second-year students themselves apply, and the instructor reviews, the center completes the identification of the required 2 credits for undergraduates, and reports to the Academic Affairs Office to introduce the student's graduation grade system.

In terms of study warning, at the beginning of each semester, the teaching offices of undergraduate colleges will screen and evaluate the credits obtained by the first-year and second-year junior members of the college, notify students who have not studied in time, and urge them to complete the required 2 credits.

### **3.2.5. Daily management**

The activities of each club are under the management of dedicated personnel, strictly perform their duties, do a good job in matters such as venue reservations for club activities, communication with instructors, activity organization, sports safety, etc., and earnestly complete the daily activity records. Strengthen safety training, do a good job in daily fire prevention, anti-theft and other safety work.

### **3.2.6. Examination and evaluation**

The club center conducts a comprehensive assessment and evaluation of the instructors and student teaching assistants hired by each branch club every year. Club assessment is evaluated in various forms such as activity organization, student participation, plan implementation, and actual results. Instructing teachers to evaluate teachers in the form of teacher self-evaluation, student teaching assistant evaluation, student evaluation of teaching and other forms of evaluation. According to the procedures, the center will warn the clubs that fail the assessment every year and order them to rectify. The unqualified assessment amount for 2 consecutive years will be cancelled. Instructors who fail the annual assessment will be dismissed. And they will not be hired within 2 years, and each club will re-employ instructors according to the procedures.

### **3.3. Responsibilities and Assessment Management of Club Instructors**

#### **3.3.1. The responsibilities of club advisors**

The club center uniformly selects and hires instructors with professional skills and relevant professional theoretical knowledge, and organizes theoretical teaching, practical activities, and subject competitions for each club. Instructors should actively participate in club construction, set up and organize students to participate in lectures, seminars, social practice, subject competitions, exhibitions, acting directors, art performances and other cultural activities, Guide and organize students to participate in disciplinary competitions, and encourage the organization of interdisciplinary and interdisciplinary competition teams. Strengthen the management of the club and guide the standardized development of the club. Guide the establishment and improvement of the club's internal management system, regulate the behavior of the club and its members, and promote the sustainable and healthy development of the club.

#### **3.3.2. Assessment and management**

Universities provides necessary venues for various clubs to carry out activities. The club venues are mainly composed of the public teaching space and the professional teaching venue of the college of art. In principle, all kinds of guidance activities of instructors should be carried out in the club venue, and all activities must be planned, process, and recorded, and each guidance should not be less than 120 minutes. According to needs, each club offers no less than 6 and no more than 12 educational and teaching activities. Instructors approve the teaching workload according to the frequency, duration, effect, and number of students to be instructed. Encourage instructors to rely on various club platforms to organize professional competitions for clubs such as poetry, prose, novels, drama, calligraphy, seal cutting, vocal music, painting, photography, film and television, and arts and crafts. Pay attention to the cultivation of students' interests, and pay attention to the discovery, training and selection of students with special skills.

## **4. The main problems in the construction of art club system in colleges and universities**

Through the investigation of the construction management system mechanism and implementation path of art education clubs in some local colleges and universities, it will be easier to explore the teaching reform measures and implementation paths of aesthetic education and public art education, analyze the problems existing in its construction practice, and finally put forward corresponding reform measures. The progress of the construction of art education clubs is different, and the length of the cycle is different, and the initial results will be different. Therefore, the evaluation of its construction effectiveness mainly checks its dominant factors. The content includes: innovative measures and effects of the management system and mechanism of club construction, implementation path and its effects, number of members, participation rate, popularization rate, reputation, effectiveness, activity development and practical performance under the club's three-level membership system. Regarding the construction of the teaching staff of the art education club system in colleges and universities, the construction of school aesthetic education and art education teaching curriculum resources and curriculum system. It mainly examines the hierarchy, diversity, professionalism and integrity of the curriculum system of art education clubs, as well as the richness, selectivity and pertinence of course content. Advocate to stick to the position of Chinese culture, inherit Chinese cultural genes, actively explore and develop local traditional cultural resources in colleges and universities, develop and implement aesthetic symbiosis courses with school-based characteristics. At the same time, the aesthetic symbiosis course and the school's ideological and political course go in the same direction and develop in an integrated way. The inspection content also includes research on mutual penetration and integration of art club classroom teaching, extracurricular

activities, and campus culture construction in colleges and universities, providing students with high-quality aesthetic education experience, and continuously creating a healthy and progressive campus cultural atmosphere and educational environment.

#### ***4.1. The concept of aesthetic education and cognitive deviation lead to insufficient attention to club construction in colleges and universities***

The main manifestation is that some places and schools do not fully understand the function of aesthetic education. Although aesthetic education classes and activities with art clubs as an important carrier have been opened, school leaders, teachers and students do not pay enough attention to it. Especially compared with other types of colleges and universities, “the school positioning and subject characteristics of finance and economics colleges and universities are very distinct, which is the characteristic of the discipline layout of finance and economics colleges and universities. Finance and economics colleges and universities mainly focus on advantageous disciplines such as economics and management. Most of the disciplines and majors directly correspond to the future employment of students, which directly affects the art education and teaching status of the school to a large extent.”<sup>[2]</sup> Therefore, there is a certain deviation in the concept and cognition of aesthetic education in colleges and universities of finance and economics. This deviation is mainly manifested in two aspects: school leaders and students. School leaders and teachers blindly emphasize characteristic development and mainstream disciplines, ignoring the development of humanities. Correspondingly, colleges and universities of finance and economics should give priority to advantageous disciplines such as economics and management in terms of subject orientation, curriculum setting, teaching staff, capital investment, and cultural construction. This also means that art education, aesthetic education teaching and related curriculum construction in colleges and universities of finance and economics must serve or be subordinate to these advantageous disciplines. Therefore, this kind of aesthetic education concept and cognition will directly affect the aesthetic education teaching and the function of educating people in colleges and universities of finance and economics.

The survey found that art clubs in most schools lack dedicated venues, but they have not been resolved for a long time. However, the art club’s aesthetic education classes and activities are forced to be arranged together with other professional classrooms. Due to the lack of aesthetic education-related supporting equipment, the effect of aesthetic education practice is greatly reduced. At the same time, in order to avoid crowding out the study time of professional courses, the opening time of art clubs in most schools is arranged on weekends or during extracurricular activities. In the activities, students’ self-practice and free activities are the main body, and the activity managers are mainly student assistants. Due to the limited number of instructors, they cannot or do not have the energy to engage in the whole process of tutoring or guiding students. Most campus have set up more than a dozen or even twenty different types of branch clubs. However, since the aesthetic education courses of the whole school are concentrated on weekends, the number of members in most branch clubs is seriously overcrowded, which makes management difficult. In addition, some students are used to dealing with trivial matters in life outside of study on weekends. Because of the development of the club, they have emotional resistance or dislike attitudes, so that they cannot fully devote themselves to the activities. Also due to the lack of tracking and service for the whole process of the guidance of club instructors and students’ learning, the club’s assessment mechanism is not perfect. The quality of activities is difficult to guarantee, leading to the fact that most of the students’ study and practice in clubs are mostly just a formality, just to complete the required credits.

#### ***4.2. There is a serious shortage of aesthetic education teachers in the club, and the coordination mechanism of aesthetic education is not perfect***

According to the relevant documents of the national education authority: “The number of teachers teaching public art courses should account for 0.15%-0.2% of the total number of students in the school, and the number of full-time teachers should account for 50% of the total number of art teachers.” However, the survey found that the art clubs of most colleges and universities are affiliated with art colleges or art departments, although some colleges and universities also stipulate that full-time teachers in art colleges must be obliged to apply for art club courses, and guide art clubs as an important part of assessing teachers' workload. But even so, it is difficult to be competent to guide the aesthetic education and public art education courses of the whole school. After all, full-time art teachers still have a lot of professional teaching practice tasks. According to the statistics of some scholars, “86.4% of colleges and universities do not have full-time aesthetic education teachers, most of them are part-time Chinese or art

teachers, and 68.8% of colleges and universities have less than 20 teachers in aesthetic education.”<sup>[3]</sup> The survey also found that most of the art club activities in colleges and universities still lack a sound aesthetic education and art education coordination mechanism. Since aesthetic education is a cross-border subject involving aesthetics, pedagogy, psychology, art and other disciplines, Aesthetic education and public art education rely on a variety of means, so aesthetic education and art education involve a wide range of areas and require the coordination of multiple departments and disciplines.

#### **4.3. The club's curriculum resources and teaching methods are single**

Aesthetic education and art education belong to the humanities, and the humanities are “humanistic disciplines concerned with human values and spiritual expression”<sup>[4]</sup> The most important feature of aesthetic education is its distinct value orientation. The public art education curriculum in colleges and universities is the main way to implement aesthetic education, and it is also the central link of art education in colleges and universities. Aesthetic education plays an irreplaceable role in improving the aesthetic quality of college students, cultivating their innovative spirit and practical ability, and shaping their healthy personality. Therefore, the discovery, advocacy and promotion of the value of aesthetic education and ideological and political value of the art club course in colleges and universities is the greatest significance and value of the course. However, the survey found that most club course resources and teaching methods are single, and most courses are only satisfied with the acquisition of art knowledge and skills. Instructors only teach students simple knowledge or pure techniques, pay attention to practical operation and despise theory, and cannot further explore the educational information elements of moral education, intellectual education, physical education and labor education contained in aesthetic education and public art education activities.

### **5. Strategic Thinking on the Construction of Art Club System in Colleges and Universities**

The club system is not only an important carrier of aesthetic education and public art education, but also an important construction content of aesthetic education and public art education. Therefore, the construction of the art club system is of great significance for the implementation of aesthetic education and public art education in colleges and universities. Strengthen the aesthetic concept of art in the teaching process, educate people with morality and culture, and cultivate a new generation of people with humanistic spirit and innovative thinking that adapt to the needs of the development of the times. Therefore, it is necessary to have certain theoretical support and choose an appropriate path.

#### **5.1. The Theory of Multiple Intelligences and the Mechanism Construction of Art Club**

The theory of multiple intelligences provides important theoretical support for the diversification of teaching methods and curriculum resources in art clubs. The “Multiple Intelligences Theory” was proposed by contemporary American psychologist Howard Gardner. In essence, intelligence is the biopsychological potential of us humans to process certain kinds of information in certain ways. Gardner believes that intelligence is a kind of computational ability—that is, the ability to process specific information. This ability is derived from human biological and psychological instincts, and it is the ability of human beings to solve problems or create products. The solution to these problems or the creation of products are needed by social groups in a specific cultural background.<sup>[5]</sup> Gardner clearly pointed out that there are many different ways of thinking in human beings. He divided human intelligence into eight types, they are Linguistic Intelligence, Musical Intelligence, Logical Mathematical Intelligence, Spatial Intelligence, Bodily Kinesthetic Intelligence, Intrapersonal Intelligence, Interpersonal Intelligence, Naturalist Intelligence. Supporting the theory of multiple intelligences are the above-mentioned eight intelligences that exist relatively independently in individuals and are associated with specific cognitive fields and knowledge fields. Through the different combinations of these intelligences, the diversity of human abilities is created, so as to achieve “the whole is greater than the sum of the parts”.

“Multiple intelligence theory” requires the establishment of new views on students, teaching and evaluation, and requires the use of diversified curriculum resources and diversified teaching methods to activate students’ multiple intelligences. Develop students’ superior intelligence fields, stimulate students’ multiple ways of thinking and innovative abilities, and improve students’ ability to recognize, feel, understand and create beauty, as well as other multiple intelligences. Based on the inherent requirements of the “Multiple Intelligence Theory”, in the development of art club courses and activities, on the one hand, it is necessary to reform the traditional classroom teaching mode and teaching method, and build an interactive smart classroom teaching mode combining offline and online. Give full play to the role of

students' subjectivity and enrich classroom teaching methods. In addition to using the lecture method, case teaching method and group discussion method, teachers can also flexibly set teaching forms and teaching methods that can give full play to students' subjectivity according to the needs of the course content. For example: inquiry-based teaching methods, situational experience-based teaching methods, social research-based teaching methods, etc. On the other hand, the teaching of art club courses needs to make full use of school-based textbooks, tap the ideological and political education resources and aesthetic education resources contained in them, promote the local humanistic spirit, strengthen value guidance. To this end, it is necessary to fully introduce local intangible cultural heritage resources, folk culture and art resources and local red cultural resources. At the same time, according to the requirements of the theory of multiple intelligences, the principles and methods of student evaluation of multiple intelligences should be adopted, the process evaluation of art club instructors should be strengthened, and the evaluation system of activities and classroom teaching should be optimized.

### **5.2. Symbiosis Theory and Mechanism Construction of Art Club**

The symbiosis theory provides a theoretical reference for the construction of synergy mechanisms such as aesthetic education, art education, campus culture and professional course education in the construction of art club system. The "symbiosis theory" originated from the field of biology, and the concept of "symbiosis" was first proposed by German mycologist Anton de Bary in 1879. He believes that "symbiosis is the close living of different organisms."<sup>[6]</sup> In 1970, American biologist Margulis proposed "cell symbiosis",<sup>[7]</sup> The "symbiosis theory" became very popular for a while. Since the middle of the 20th century, symbiosis theory has been extended to the field of social sciences, and has achieved fruitful results, forming a relatively mature framework of "symbiosis theory".<sup>[8]</sup> Symbiosis is the most common way of life in nature and human society. The symbiosis theory holds that the symbiosis phenomenon is a self-organization phenomenon, and the symbiosis process is a self-organization process, a co-evolution process of symbiosis units, and an inevitable evolution process under specific time and space conditions. It reflects an interdependent relationship between organizations. The emergence and development of this relationship can make the organization evolve in a more vital direction.<sup>[9]</sup> In short, symbiosis theory aims to reveal a symbiotic evolutionary rule and development mechanism of unbalanced and diverse resource dependence, survival dependence and structure dependence based on system theory.

Explore the reform measures and implementation paths of aesthetic education and public art education in colleges and universities, and analyze the problems existing in their construction practice. The symbiosis theory provides a new perspective and theoretical basis for the construction and practice of college art clubs. Because the construction of college art club itself is a complex symbiotic system composed of different subjects, Using the theory of symbiosis, build a collaborative symbiosis mechanism for aesthetic education and art education in colleges and universities, form a relationship of harmonious symbiosis, two-way interaction, and common development, and produce a synergistic effect of  $1+1>2$ . In terms of the implementation path, it advocates the construction of an aesthetic symbiosis classroom paradigm, and strives to create three major platforms to create an aesthetic symbiosis carrier: One is to build an art theory education platform to guide students to perceive and appreciate beauty. The second is to create a traditional art education platform to guide students to inherit and explore beauty. The third is to create an art practice education platform to guide students to experience and show beauty.

## **6. Conclusion**

The public art course is an important part of my country's higher education curriculum system and the central link of school aesthetic education and art education. As an important carrier for local colleges and universities to implement aesthetic education and art education and cultivate high-quality talents with all-round development of morality, intelligence, physique, art and labor, art clubs are building an aesthetic education and public art curriculum system that combines classroom teaching and art practice activities for everyone. However, through research and investigation on the construction of art clubs in some local colleges and universities, we found that due to the imperfect system and mechanism of art clubs in local colleges and universities, the concept of club construction is backward, and the investment in aesthetic education teachers and funds is insufficient. Some teachers and students have deviations in aesthetic education concepts and cognition, the synergy mechanism of aesthetic education is not perfect, and the curriculum resources and teaching methods of aesthetic education are single, which leads to the low overall quality of club construction and course teaching in local colleges and universities. Therefore, local colleges and universities need to further innovate thinking concepts, introduce the theory of multiple



intelligences, deepen the reform of education and teaching, and improve the promotion mechanism of public art courses. Improve and optimize the construction path of art clubs, standardize the education and teaching activities of art clubs, integrate and optimize school aesthetic education resources, develop high-quality digital education resources for public art, and construct an aesthetic symbiosis classroom paradigm. Improve the quality of aesthetic education and art education, promote art clubs to play a greater role, and meet the individual needs of college students in aesthetic education and art education.

### Acknowledgments

This research was funded by teaching research project of Anhui University of Finance and Economics “Investigation and Research on the Construction Mechanism, Path and Effect of Art Education Club System in Anhui Colleges and Universities”(acjyzd2020019). “Research on the innovation mechanism and path of Chinese excellent traditional culture organically integrated into art education in colleges and universities under the ideological and political concept of curriculum”(acszyzd2022010).

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