

# Practical Exploration of Aesthetic Education Infiltration Action in Ethnic Colleges

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**Abstract:** As the only ethnic undergraduate university in the Ganzi Tibetan Autonomous Prefecture, Sichuan Minzu College shoulders the glorious mission of education development in ethnic minority areas. Amid the shortage of aesthetic educational resources in the Western ethnic areas, especially the remote areas, our school actively cooperates with the local government to carry out aesthetic education infiltration activities for primary and secondary schools in the prefecture. We give full play to the superior resources of colleges and universities, enhance the ability to serve the society, and boost the balanced development of education. Throughout our activities, we have consistently adhered to the main consciousness of “A Community for the Chinese Nation,” which is centered on the four dimensions of ideals and beliefs, national culture, classic works, and normal education. We conduct aesthetic education practice activities for primary and secondary students through aesthetic education courses, internships, exhibitions, community activities, and campus culture construction. Both the practice and exploration of aesthetic education infiltration in our school are conducive to the integrated construction of aesthetic education in universities as well as primary and secondary schools in ethnic areas, thus creating numerous distinctive literary and artistic works and improving the development level of aesthetic education in the Ganzi Tibetan Autonomous Prefecture.

**Keywords:** Education, Minority Concentrated Region, Art Education

## 1. Introduction

We aim to comprehensively strengthen the requirements of school aesthetic education in the new era through the establishment of an aesthetic coordinated development mechanism among the local government, institutions of higher learning, and primary and secondary schools. This effort is guided by the goals of conducting aesthetic education infiltration action and providing services for the surrounding aesthetic education construction of primary and secondary schools. We also aim to comprehensively improve the level of aesthetic education in schools to realize the high-quality development of education. As a university located in an ethnic area, our school takes “A Community for The Chinese Nation” as its guiding principle and gives full play to the advantages of artistic talent resources in universities. Through a series of aesthetic education infiltration actions, we also provide a practical platform through which more children in ethnic areas can understand, enabling us to create beauty and promote the comprehensive cultivation of aesthetic education in schools. At the same time, we also aim to improve the ability of college teachers and students to serve society and promote the holistic development of our students.

## 2. Attaching Great Importance to the Implementation of the “Careful Organization”

The school attaches great importance to fulfilling the goal of aesthetic education infiltration action. For the specific requirements and work guidance of the 2023 sports, medical care, art, and national defense education work points, the art college is responsible for drafting the infiltration action plan, specifying specialized personnel who will actively contact the surrounding primary and secondary schools in pairs, and laying the foundation for the next step. Furthermore, we clarify the work objectives and measures, propose the requirements and guarantees, constantly supervise the progress of the work, and publicize the development of the aesthetic education infiltration action in our school using multiple platforms<sup>[1]</sup>, as shown in Figure 1.

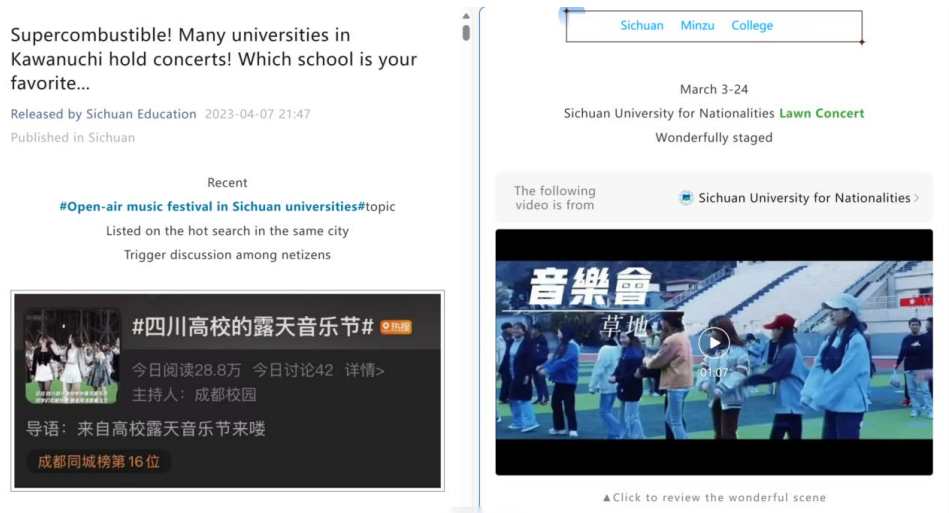


Figure 1: Official WeChat account of Sichuan Education where the development of aesthetic education activities in our school is publicized.

### 3. The Specific Practice and Effect of the “Four-Dimensional Degree” Aesthetic Education Infiltration Action

At present, the aesthetic education of some schools in the Ganzi Tibetan Autonomous Prefecture is carried out by relying on the educational resources of our art colleges and referring to the principles of joint construction and special entrustment. Regarding the ideal faith, national culture, four dimensions of the classical and normal education, and multiple aesthetic education activities as the carrier, we conduct aesthetic infiltration action; promote their aesthetic popularization, diversification, and characteristic development in national primary and secondary schools; and jointly create a batch of distinctive literary high-quality goods, for which we have achieved good results.

#### 3.1. Firm Ideals and Beliefs in the Ideology

Centering on the fundamental task of cultivating morality, we guide students to establish a correct outlook on life, acquire certain values (e.g., aesthetic values), cultivate their souls via aesthetic education, and strengthen their ideals and beliefs with activities that provide rich and vivid artistic experiences.



Figure 2: Images from the 2022 “Classic Infiltration Village” tour in the boarding school located in Guza District.

In Sichuan, the Department of Education has promoted the “classic local” project and held the “Sichuan Institute for Nationalities 2022 Classic Local Activities,” which was a joint effort with the Ganzi State Education and Sports Bureau. Through the activity called the “Exhibition, Performance, Training, Testing, Publicity and Research” six platforms were used to strengthen Chinese traditional culture in ethnic areas of characteristic patterns (Figure 2). In the activity, which closely followed the theme of “A Community for the Chinese Nation,” the tour activities were carried out in the surrounding primary and secondary schools, wherein the original theme “Our Long March” was displayed

“Our Long March” is our school’s tribute to the 100th anniversary of the founding of the

Communist Party of China (CPC). With the long march through the Ganzi Tibetan Autonomous Prefecture as the creative background, vocal music, dance, instrumental music, recitation, and other performances are integrated with stage lighting, immersive watching, and other means to promote the work and the main theme (Figure 3).



*Figure 3: Still photo of the theme party “Our Long March.”*

The theme party used flashback techniques to connect the footprints of the Red Army in the Ganzi Tibetan Autonomous Prefecture. We set up an old Tibetan woman to play the role of someone who had received help from the Red Army and included a long march memorial to her elementary school-aged granddaughter to tell the story of the Red Army’s long march in Ganzi as the background. We also created the “Journey,” “Break through the Blockade,” “Youth China,” “Fly to Seize Luding Bridge,” “Snow Lotus Flowers on the High Mountain,” “Hada Is Dedicated To The CPC,” “Don’t Forget The Beginner’s Mind,” and other types of programs. The grandmother and her great-granddaughter played the role of party hosts and appeared in different locations in the theater three times to introduce the party, helping the audience immerse themselves into the activity.

The theme party premiered on June 30, 2021, and we invited the students, teachers, and staff of the surrounding primary and secondary schools to watch the program. The actors playing the role of the Tibetan grandmother and students were dressed in actual costumes to increase the authenticity of the art works and to enhance the audience’s immersion in the modern performances. Once performed, it has become an excellent play in the theme education of teenagers in the Ganzi Prefecture. We inherited the great spirit of the Long March through these artistic works, firm ideals, and beliefs, thus continuing to write a new chapter of the “Long March Spirit” in the new era and improving the effect of ideological aesthetic education infiltration.

### ***3.2. Integration of the National Culture into the Growth Environment***

To fully stimulate the endogenous impetus of the reform and development of aesthetic education in schools, the national culture is integrated into aesthetic education and is linked to the growth environment of students, thus creating an open, efficient, and dynamic new pattern of aesthetic education. To create distinctive aesthetic education products, the local excellent national culture is integrated into the aesthetic education activities.

Our school created the theme concert entitled “Our Faith” with the background of education development in the Ganzi Tibetan Autonomous Prefecture. For the concert, we selected 14 musical works, including two original works and 12 classical works. Upon comparing this with the different periods of education development in the prefecture, the local cultural connotation was extended to the musical works and presented via instrumental performances. The concert tells the story of the educators who devoted themselves to the education cause of Ganzi—individuals who persisted with faith, worked hard, and sacrificed their youth. They are both the participants and witnesses of the development of education in Kangba Land. To express the theme more deeply, the concert organizers innovatively introduced the original “micro film” of each of the 14 works relevant to the theme. We also invited the characters and local teachers and students to participate in the performance as cocreators, thus enhancing the aesthetic education power of the integration of local ethnic culture in the growing environment.

During the “Our Faith” concert held in 1985, the CPC layout of the Sichuan National School of Guza served as the starting point, located in the town with mountains and rivers. Hot youth keep wishes and blossom. The “Our Belief” concert began with the establishment of Sichuan Minzu College in Ganzizhou’s Guzang Town as part of the 1985 strategy of the CPC. It is composed of four chapters: “Mountains and Rivers · Years,” “Fertile Soil · Youth,” “Vigilance · Blossom,” and “Inheritance · Progress.” Each of these chapters narrate the typical cases and historical memories of education in the Ganzi Tibetan Autonomous Prefecture over the past 30 years. The theme of the concert “micro film” is based on 14 themes: “school history,” “campus culture,” “national unity,” “cast consciousness,” “struggle,” “education youth,” “volunteer service,” “practice original aspiration,” “sonorous rose,” “dedicated research,” “poverty alleviation,” “inheritance of intangible cultural heritages,” “fighting the epidemic,” and “waiting for the future.” From script creation to scene shooting, teachers and students who are familiar with the school participated in the program, which became the highlight and feature of this concert. Before the premiere, the 14 micro films attracted attention in the education session of the Ganzi Prefecture, attracting more people to listen to the concert live. At the same time, these 14 micro films introduced the works at the concert site, thus providing the concert with new connotations of local national culture and growing environment. We also encouraged the audience to absorb the atmosphere and simultaneously deepen their understanding of the work, which highlighted the development of education in the prefecture. In particular, the teachers and students who participated in the creation of micro films gained a deeper understanding of the educational cause in ethnic minority areas, with some students even setting the goal of devoting themselves to this field.<sup>[2]</sup>



Figure 4: News reports posted on the school's official microblog.

The whole concert was live broadcast in high definition through the official microblog of the Sichuan Minzu College for Nationalities and the WeChat video account of Sichuan Minzu College (Figure 4). At the same time, the program was broadcast through the school media and on the video publicity board on campus. Due to the use of multiple platforms, the program was seen by more than ten thousand viewers, who showered the staff and actors with warm encouragement and praise. The beauty of this activity is that it reflected the study, life, and concrete actions of the concerned individuals; broadened the scope of participation; allowed more people to participate in the creation of beauty; and improved the aesthetic sense of the audience. This manner of aesthetic education infiltration action can successfully spread the music, disseminate the culture, promote the spirit, strengthen the faith, and cultivate and develop students' talents and interest in creating both realistic and artistic beauty.



### 3.3. Taste with the Classic

Chinese aesthetics has had a long history. In the spring semester of 2023, our school, with the community construction as the starting point and with the guidance of professional colleges, launched several outdoor art activities with the participation of all teachers and students. Under the organization of the Campus Pop Music Fans Alliance Association, the campus lawn concert was opened, forming a new round of clocking activities on campus. Accompanied by the cool evening wind, music and youth combined for wonderful performance, stepping along the drums of youth under the brilliant stars and on the rich grass landscape on campus. By June 2023, our school lawn concert series presented original rap, popular singing and dancing, folk songs, famous classical songs, graduation memorials, and other special activities. The lawn music activity reflected students' constantly improving aesthetic quality in the process of feeling, expressing, and creating beauty.<sup>[3]</sup>

During the "Concert of the Sichuan Minzu College Listen to the Wind" (Figure 5), the violin concerto "Butterfly Lovers" features an erhu solo, while "The Moon Over a Fountain" features a bamboo flute accompanying a horse carrying grain. In the early summer breeze, the melody is not only "intoxicated" but also enjoys the classic live collision works. Through the activities related to the aesthetic education infiltration, students' artistic skills have been gradually developed and constantly improved, from classical to innovative works, the spirit of Chinese aesthetic education lives on.



Figure 5: A musician performing "Listening to the Wind."

### 3.4. Inclusion of the Festival Memorial in Daily Aesthetic Education

We give full play to the unique role of aesthetic education in strengthening campus culture, list festival commemoration as the daily work of aesthetic education activities, and carry out works in accordance with the three aspects of folk festivals, celebration and commemoration, and educational warning. Sichuan Minzu College fully leverages the unique role of aesthetic education in campus cultural development, incorporating festive commemorations into the daily work of aesthetic education activities. The College categorizes aesthetic education into folk festivals, celebratory commemorations, and educational warnings. In addition, it strengthens the shaping and promotion of campus culture through teaching, clubs, and activities in the youth palace, particularly during cultural and sports events held at other relevant universities.



Figure 6: The state and the school jointly held antidrug activities and jointly awarded the winners.

In June 2022, we highlighted the international theme of drug education, as entrusted by the government agencies. Within one month, the theme speech contest and drug knowledge propaganda activities were held, and we invited teachers and students from nearby primary and secondary schools to participate. The activity theme was distinct, and the infiltration effect was obvious. On June 25, 2022, the award performance was held with the title of “Protect the Pure Land, Green and Nontoxic,”<sup>[4]</sup> as shown in Figure 6.

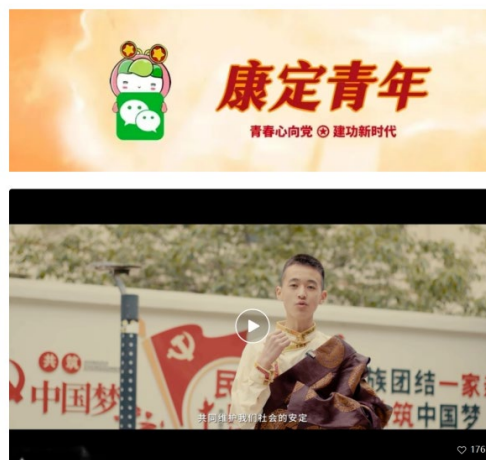
Local government officials, teachers, and students were invited to watch together. In this activity, the local government, colleges, and primary and secondary school aesthetic education upheld a cooperative situation. In the closing program, the students who won prizes in the series of activities were commended, the winning works were performed, and the frontline police of Ganzi Tibetan Autonomous Prefecture were invited to talk about their antidrug work throughout the prefecture. We presented real cases to warn everyone and encouraged them to cherish their lives by staying away from drugs. It is of great significance to further improve the ideological and political quality of teachers and students in order to create a nontoxic campus environment and to facilitate the drug prevention education of teenagers in the prefecture.

To welcome the 31st FISU World University Games, the local government jointly launched with multiple departments the “On Organizing and Carrying out Youth Drug Prevention Education Activities.” The theme of this activity was “Youth, Non-toxic, Welcome to the Universiade.” Students from primary and secondary schools throughout the prefecture joined various activities, such as the antidrug calligraphy and painting creative competition and the selection of the “Antidrug Little Guard.”

In relation to the national antidrug work, the situation of coordinated development of aesthetic education between the government and schools at all levels has been consolidated. After inviting the corresponding schools, we send students from the corresponding major according to the content of the activity, jointly polish the entries, and integrate them into the aesthetic education infiltration action to achieve the construction of campus culture. In the activity of “Antidrug Little Guard,” a Tibetan student in the second year of junior high school was selected to star in a 90-second antidrug propaganda video that was shot from the perspective of a student. The video highlights the sense of community among the Chinese nation and focuses on the antidrug slogan of “study together, exercise together; healthy life, green and non-toxic.” It also fully demonstrates the style of teenagers in the Ganzi Tibetan Autonomous Prefecture and encourages them to participate in antidrug volunteer service activities. The video was officially promoted by the Ganzi Prefecture’s Drug Control Commission and was released on April 26, 2023 (Figure 7). The office of the Kangding Municipal Committee of the Communist Youth League of China has copied and publicized the video. As of June 8th, the video has been copied 833 times and played more than 9,884 times. The normal aesthetic education infiltration action, which focuses on aspects of campus culture construction, has helped improve students’ enthusiasm for participation, allowing the project to reach new heights and demonstrate the effectiveness of aesthetic education.<sup>[5]</sup>

Anti-drug propaganda video|On the anti-drug road,  
Kangding's anti-drug little guard is in action!

Kangding Youth 2023-05-18 15:37 Published in Sichuan



Participant: Chen Le  
Selected by: Kangding No. 3 Middle School  
Instructor: Lv Linkang

Figure 7: The “Kangding Youth” video featuring the chosen antidrug “little guard.”

#### 4. Conclusion

In order to promote the fairness of aesthetic education in ethnic minority areas, especially in remote areas, it is necessary to ensure the coordinated development mechanism of aesthetic education among local governments, universities, and primary and secondary schools. Furthermore, their resources must be integrated so that they can accomplish aesthetic education in ethnic minority areas. We signed the school–local government cooperation agreement to jointly formulate the action plan of aesthetic education infiltration, determine the needs, establish clear goals, strengthen cooperation, and establish a long-term support mechanism.

Based on the training project of primary and kindergarten teachers in Sichuan Province, our school will train aesthetic education teachers in primary and secondary schools throughout the Ganzi Tibetan Autonomous Prefecture, improve the quality of aesthetic education, and share and promote typical experiences, so that more grassroots teachers can gain the right knowledge and skills to teach aesthetic education. Our school will also establish the practice base of aesthetic education infiltration, build a dedicated team, regularly conduct meetings regarding our aesthetic education infiltration work, summarize the accumulated experiences, consolidate achievements, actively cultivate high-quality projects, and build a characteristic brand of aesthetic education in the Ganzi Prefecture. Furthermore, we will continuously carry out art education programs through various methods, such as teacher–student collaboration, time-based activities, and talent exchanges, thus providing more artistic practice platforms to help students in ethnic minority areas acquire specialized knowledge in the arts.

Sichuan Minzu College, rooted in local culture and focused on ethnic regions, places people at the center and continues to implement the work of aesthetic education infiltration. We have always taken the notion of the “Chinese national community” as the main theme and conducted rich aesthetic activities based on four dimensions: ideal beliefs, ethnic culture, classics, and normal education, thus creating diverse and representative works that are of high quality. We also provide high-quality resources for the balanced development of aesthetic education in primary and secondary schools throughout the Ganzi Tibetan Autonomous Prefecture, thus improving the quality of aesthetic education in schools and promoting the holistic development of students.

In recent years, our school has also explored some practices that are suitable for the needs of ethnic minority areas in the practice of aesthetic education infiltration. Throughout this process, we have accumulated works, improved the quality, trained the team, and created a distinct campus culture. However, due to the geography of the the Ganzi Tibetan Autonomous Prefecture, there are still schools and regions that remain uncovered, and reaching out to them will be our next goal. The aesthetic education infiltration of our school is like the snow lotus blooming on the plateau. Although it is not delicate and charming, it can take root in the plateau, stand in the cold wind and open alone, protecting the landscape with its subtle fragrance and contributing our strength to writing another chapter of education in the new era.

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