

# Research on the Practice Path Reform of Public Art Curriculum from the Perspective of Aesthetic Education

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**Abstract:** *Since the 18th National Congress of the Communist Party of China, school aesthetic education has received widespread attention, and related curriculum research has become increasingly active. As an important component of aesthetic education, public art courses in universities shoulder the responsibility of enhancing students' artistic literacy, but their practical research is still relatively weak. This article analyzes the current situation of public art courses in universities and proposes a teaching model of "integration of knowledge and action". It advocates the establishment of interdisciplinary art courses with "diverse creativity", the construction of intelligent aesthetic education platforms, the cultivation of high-quality teacher teams, and the construction of a multidimensional art growth evaluation system. These reform strategies aim to promote the reform and innovation of art education in universities and improve the quality of aesthetic education teaching.*

**Keywords:** Aesthetic education, College public art courses, Integration of knowledge and action, Practical teaching, Course evaluation.

## 1. Introduction

In 2019 and 2022, the Ministry of Education successively issued the "Opinions on Strengthening the Art Education Work in Higher Education Institutions in the New Era" and the "Guidelines for Public Art Courses in Higher Education Institutions", which provide important direction guidance for art education work in universities. Art education is not only a comprehensive education that integrates aesthetics, sentiment, and spirituality, but also an indispensable core element in higher education. As a key path to implementing aesthetic education, art education plays an important role in it. The public art courses in universities, with their wide coverage and strong practicality, have become the core carrier for promoting the popularization of aesthetic education. Although significant progress has been made in school aesthetic education in recent years, some schools still have problems such as "emphasizing exams over literacy", "emphasizing minorities over the whole", "emphasizing competitions over popularization", and lack effective collaborative promotion mechanisms. This article will focus on public art courses in universities, analyze current challenges, and propose reform and innovation paths for the future, in order to promote more comprehensive and in-depth development of aesthetic education in universities.

## 2. The Necessity of Teaching Reform in Public Art Courses in Universities

Public art education in universities constitutes an indispensable part of aesthetic education, promoting educational reform and fostering high-quality talent cultivation. The late start of art education in our country, coupled with the special historical environment of modern times, has led to the tortuous development of art education in our country. But since the reform and opening up, especially after entering the new century, public art education in universities has made significant progress. Both in terms of curriculum design and teaching staff, it has reached unprecedented heights. However, there are still some

problems in current public art education in universities, such as low student interest, outdated teaching methods, courses that focus too much on imparting knowledge and cultivating exam taking abilities, while neglecting the cultivation of students' aesthetic taste and humanistic literacy. With the development of the economy and the accelerating pace of life, higher requirements have been put forward for art education. Therefore, it is particularly important and urgent to reform the practical education of public art courses in universities.

### 2.1 The Demand for Updating Educational Concepts

In the notice issued by the General Office of the Ministry of Education on the issuance of the "National Guidance Plan for Public Art Courses in Ordinary Higher Education Institutions", it is pointed out that "public art courses are limited elective courses established to cultivate high-quality talents needed for socialist modernization construction. They play an irreplaceable role in improving aesthetic literacy, cultivating innovative spirit and practical ability, and shaping a sound personality." However, from the perspective of aesthetic education, traditional educational concepts have shortcomings in some aspects, such as in traditional educational concepts, teachers often focus more on imparting knowledge and cultivating exam taking abilities, teaching methods are mainly lectures, students are in a passive state of acceptance, lacking interactive and practical links, and neglecting the cultivation of students' aesthetic taste and humanistic literacy. And the curriculum content under traditional educational concepts may be relatively single, focusing on the imparting of classical culture and the learning of skills, while lacking exploration and integration of diverse cultures and modern art forms, resulting in low student interest in learning. In addition, there is also a problem of some schools not paying enough attention to public art courses. Therefore, the updating of traditional educational concepts is imperative. With the development of the times, traditional educational concepts also need to move towards modernization.

### 2.2 The Urgency of Improving the Curriculum System

Practicality and experientiality are important characteristics of aesthetic education. Whether it is school aesthetic education or social aesthetic education, basic education aesthetic education or university aesthetic education, it can be said that aesthetic education without practical experience is not truly aesthetic education. The public art courses offered by universities nowadays are mostly art appreciation courses, because appreciation courses can adopt forms such as large class system, lecture style, and lecture style, and do not have particularly high and specialized requirements for teaching venues, equipment, and teachers' professional skills. The existing curriculum system often adopts unified teaching content and methods, without fully considering individual differences and interests of students. This limits the personalized development of students in the field of art, as they are forced to accept the same curriculum arrangement, resulting in students having difficulty applying knowledge to practical situations even though they have mastered it.

However, art appreciation is far from the entirety of aesthetic education practice experience. Artistic expression and creation are equally or even more likely to be better ways to implement aesthetic education. We should neither prioritize aesthetics over art, nor emphasize academic rigor over artistic practice. Therefore, we need to improve the public art curriculum system, broaden the content of aesthetic education courses, strengthen practical education, so that aesthetic education can truly play its due role, promote students' comprehensive development and enhance their artistic literacy.

### **2.3 The Necessity of Reforming the Curriculum Evaluation System**

It cannot be ignored that the curriculum evaluation system plays an important role in promoting the quality improvement of art education in universities and the comprehensive development of students, especially in the practical education of public art courses in universities. At present, some universities have relatively single evaluation standards and methods for public art courses, and have not yet formed a complete evaluation system. The evaluation methods often focus only on students' cognitive analysis of the work and assessment of their knowledge mastery, while neglecting the evaluation of students' comprehensive qualities such as innovation ability and aesthetic taste. The practical education of public art courses helps students improve their ideological and moral level, and is also an important way to test whether students have truly mastered artistic knowledge and skills. Through practice, students transform theoretical knowledge into practical operations, thereby improving their understanding and application of art, and forming a positive worldview and outlook on life. Therefore, incorporating practical education assessment into the curriculum evaluation system can comprehensively evaluate students' learning outcomes, making the evaluation more objective and accurate.

## **3. Research on the Practical Path of Public Art Courses in Colleges and Universities**

With the rapid development of technology and the advancement of globalization, society's demand for talent is also increasing day by day. A single professional skill is no

longer the only criterion for measuring a person's ability, and the cultivation of comprehensive qualities is particularly important. As the cradle for cultivating future pillars of society, higher education has an undeniable responsibility. Especially in the field of aesthetic education, public art courses in universities play an important role in improving students' comprehensive quality. However, there are some problems in the practical path of aesthetic education in current public art courses in universities. These issues not only affect the quality of aesthetic education, but also constrain the comprehensive improvement of students' overall quality. Therefore, we need to conduct research on the practical path of public art courses in universities, in order to better play the important role of public art courses in aesthetic education.

### **3.1 Building a 'Knowledge Action Integration' Teaching Model**

College art education urgently needs to achieve the organic integration of theory and practice to meet the needs of modern education for cultivating students' comprehensive qualities. The "integration of knowledge and practice" teaching model is aimed at solving the problem of the disconnect between theory and practice in traditional education. It advocates building an education system that integrates "in class and out of class" and "integration of theory and practice", breaking the shackles of one-way knowledge transmission, and promoting students to have both theoretical understanding and deepen their understanding and application through practice in art learning.

Firstly, "integration of in class and out of class activities" emphasizes that teaching activities are not limited to theoretical knowledge explanation in the classroom, but should be designed to bring students into real social and artistic environments for practice. This approach not only broadens students' learning horizons, but also allows them to deepen their understanding of classroom knowledge through practical artistic experiences. Teachers can combine contemporary art hot topics, arrange for students to visit local art exhibitions or museums, and organize students to participate in extracurricular activities such as public art projects. Through this extracurricular extension, students can better combine the art theories learned in the classroom with real-life art phenomena, and gain a more authentic learning experience.

Secondly, the integration of theory and practice requires teachers to focus on transforming theoretical knowledge into concrete practical aspects in their teaching. In the design of course content, theoretical teaching and practical activities should be integrated to form a closed loop. For example, in music courses, teachers not only teach music theory and composition skills, but also arrange students to engage in practical music composition exercises, such as melody writing and harmony configuration, to help students master abstract music theory through hands-on operations.

In addition, the "unity of knowledge and practice" model also requires teachers to pay attention to the two-way feedback and evaluation of theory and practice in teaching, and emphasize the improvement of students' comprehensive ability in practice. Teachers should provide differentiated guidance

based on individual differences of students through diversified curriculum design, ensuring that each student can benefit from the combination of theory and practice. This model not only enhances students' learning enthusiasm, but also strengthens their artistic expression and comprehensive literacy, providing strong support for the reform of art education and innovation of aesthetic education in universities.

### 3.2 Realize the Teaching Goal of "Diverse Creativity"

Interdisciplinary education is an important trend in contemporary higher education reform and an inevitable direction for the development of aesthetic education in universities. Through interdisciplinary integration, the limitations of a single art course can be broken, and students' creativity and comprehensive literacy can be enhanced. The setting of public art courses in universities should integrate elements from different disciplines, such as calligraphy, art, music, media art, etc. It is also possible to combine social practice and modern technology to add interdisciplinary art courses, such as "Media Humanities and Art Practice" and "Integration of Medicine and Art".

The "Integration of Art and Science Innovation Course" launched by Tsinghua University is a successful case. This course combines art and technology, and students learn the integration and application of art creation and science and technology, such as combining visual art with cutting-edge technologies such as artificial intelligence and virtual reality (VR), to create creative works of art. This interdisciplinary teaching model can broaden students' artistic horizons and enhance their ability to cope with diverse challenges in the future.

### 3.3 Launch the Construction of the "Digital Intelligence Empowered Art Education" Platform

The opinions of the General Office of the State Council on comprehensively strengthening and improving school aesthetic education work point out that "fully utilize information technology to expand the coverage of high-quality aesthetic education resources. Taking the national implementation of the 'Broadband China' strategy as an opportunity, strengthen the construction of aesthetic education network resources." In the digital age, the development of aesthetic education in universities cannot do without the support of digital platforms. The construction of an aesthetic education digitalization platform should be centered on students' needs, emphasizing convenience and practicality, and avoiding the problem of "emphasizing form over practice". Firstly, universities should optimize their digital course resources and create smart classrooms based on technologies such as big data, cloud computing, and virtual reality, allowing students to learn independently, interact, and provide feedback through online learning platforms. Secondly, schools should purchase advanced digital equipment and provide digital skills training to help teachers master diversified information technology teaching tools and improve teaching efficiency. At the same time, schools should build innovative experimental spaces such as human-computer interaction laboratories and virtual reality art classrooms to provide students with more opportunities for

practice and creativity.

### 3.4 Cultivate Core Teachers for Art Education

The construction of the teaching staff is a core factor in the reform of public art courses in universities. In 2015, the State Council issued the "Opinions on Comprehensively Strengthening and Improving School Art Education Work", which clearly stated that universities should accelerate the construction of the public art teacher team to ensure the high-quality implementation of art education courses. Universities should strengthen the construction of related majors such as music, art, dance, drama, film and television, and reserve excellent teaching staff. At the same time, teachers not only need to possess solid artistic professional skills, but also extensive humanistic literacy, philosophical thinking, and interdisciplinary knowledge background. Universities should encourage cooperation between art universities and comprehensive universities, promote the reform and innovation of art talent training models, and cultivate a teaching staff with profound cultural heritage, strong professional abilities, and innovative spirit. This will provide a solid guarantee for the sustainable development of public art courses.

### 3.5 Building a Multidimensional Comprehensive Evaluation System

The curriculum evaluation system is not only a key tool for measuring students' learning effectiveness, but also a directional indicator for guiding the development of aesthetic education in universities. Currently, the evaluation criteria for public art courses in many universities are too single, mainly focusing on the assessment of cognitive abilities, while neglecting students' performance in innovation, aesthetic ability, and other aspects. In order to break this limitation, the evaluation system should achieve diversified development, integrating various methods such as self-evaluation, peer evaluation, and teacher evaluation. At the same time, in the evaluation process, attention should be paid to long-term formative evaluation, focusing on students' practical abilities and innovative thinking, gradually accumulating students' comprehensive literacy in the field of art. In addition, teachers should respect students' individual differences in evaluation, pay attention to their substantial progress in aesthetic perception and artistic expression, construct a fair and inclusive evaluation system, and motivate students to continuously improve.

In summary, the practical reform of public art courses in universities is not only the sublimation of aesthetic education concepts, but also a key path to promote the comprehensive literacy improvement of future talents. Practice is not only the core element of curriculum teaching, but also the bridge to promote the comprehensive development of students' abilities. In this reform process, deepening the teaching mode of "integration of knowledge and action", promoting the construction of interdisciplinary "diverse creativity" courses, building a digital and intelligent aesthetic education platform, cultivating a high-quality aesthetic education teacher team, and improving a multidimensional comprehensive evaluation system are all key measures to ensure the revitalization of public art courses. Universities must take this as an

opportunity to innovate and continuously deepen, providing students with a broader artistic perspective and profound cultural understanding. The future of aesthetic education is not only about art, but also about the comprehensive growth of students' hearts and minds. This educational reform will lead students in the new era towards a more diverse, creative, and enriched future.

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