



Research on the Necessity and Feasibility of Cross - Disciplinary Curriculum' Aesthetic Education of Higher Vocational Colleges

Chunhong Yu¹, Zhimiao Yan¹, Xi Qin¹, and Yujuan Wan^{2,*}

¹Hubei Vocational College of Railway Transportation, Wuhan, 430000, China

²Anhui Professional College of Sports; Hefei, China

*Mail: 726612519@qq.com

Abstract. Aesthetic Education Infiltrates Campus has become a mainstream trend in the education field. The authors conducted in-depth research on the current state of aesthetic education in higher vocational colleges and identified numerous practical challenges and limitations, indicating that there is still a long way to go in achieving comprehensive aesthetic education on campus. Through exploration and research, the authors propose integrating aesthetic education into curriculum teaching and achieving its infiltration through interdisciplinary approaches. Using the curriculum aesthetic education practices of Hubei Vocational College of Railway Transportation as a case study, the authors, through actual research and classroom practice, propose a practical implementation pathway. This study also discusses the necessity and feasibility of interdisciplinary curriculum aesthetic education in higher vocational colleges.

Keywords: higher vocational colleges, aesthetic education in interdisciplinary curriculum, necessity, feasibility

1 Introduction

1.1 Background

In October 2020, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the "Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era" [No. 30 of 2020] (hereinafter referred to as the "Opinions"). In December 2023, the Ministry of Education released the "Notice of the Ministry of Education on Comprehensively Implementing the Aesthetic Education Infiltration Initiative in Schools" [No. 5 of 2023] (hereinafter referred to as the "Notice"). These documents clearly propose:

"To incorporate aesthetic education into the entire process of talent cultivation in schools at all levels and types," "to comprehensively implement the aesthetic education infiltration initiative in schools," and "to integrate aesthetic education into all aspects

of educational and teaching activities."[1] *"To organically integrate the aesthetic education content of related disciplines, promote the deep integration of curriculum teaching, social practice, and campus culture construction, and vigorously carry out interdisciplinary educational teaching and extracurricular and off-campus practical activities with aesthetic education as the theme."*[2]

Guided by these policies, the concept of "interdisciplinary curriculum for aesthetic education" emerged at the right time.

1.2 Definition and Essence of Core Concepts

Definition and Essence of Curriculum-Based Aesthetic Education: Curriculum-Based Aesthetic Education is an educational philosophy aimed at not only imparting knowledge through education but also cultivating students' aesthetic abilities and tastes.[3] It emphasizes the integration of aesthetic elements into the study of specialized courses to achieve the educational goal of comprehensive development in morality, intelligence, physique, aesthetics, and labor. The core of Curriculum-Based Aesthetic Education lies in exploring and utilizing aesthetic resources within courses, enabling students to perceive and enhance their appreciation of beauty while acquiring professional knowledge.[4]

Interdisciplinary Integration: Through Curriculum-Based Aesthetic Education, disciplinary barriers are broken down, facilitating the sharing of aesthetic resources among different disciplines and promoting cross-disciplinary integration.[5]

1.3 Current Status of Aesthetic Education in Higher Vocational Colleges

The authors conducted a survey on the current status of curriculum-based aesthetic education in multiple higher vocational colleges in Hubei Province and found that there are still numerous issues with the infiltration of aesthetic education in these colleges. Taking Hubei Vocational College of Railway Transportation, where the author works, as an example, although students generally have an appreciation for beauty and aspire to it, due to the college's overall professional background leaning towards engineering and the established ecosystem that prioritizes vocational skills in higher vocational colleges, the infiltration of aesthetic education lacks breadth and depth, and places little emphasis on practice. Additionally, a complete curriculum-based aesthetic education system has not been formed, among other issues.

Therefore, the authors of this thesis and the research team aim to discuss the necessity of interdisciplinary curriculum-based aesthetic education in higher vocational colleges based on national policy guidance by investigating the current implementation status of curriculum-based aesthetic education in these colleges. With the research team serving as the main creators and several specific courses at Hubei Vocational College of Railway Transportation as pilot projects, they will explore the feasibility and specific implementation paths of interdisciplinary curriculum-based aesthetic education in higher vocational colleges.

2 Necessity

2.1 Necessity for Forming an Aesthetic Education System in Higher Vocational Colleges

Complying with the aesthetic education infiltration initiative proposed by the Ministry of Education is a step forward in exploring the curriculum-based aesthetic education model, laying a solid foundation for the formation of an aesthetic education system in higher vocational colleges and establishing a favorable internal environment for the future incubation of aesthetic education brands and models.

2.2 Necessity for Enhancing Student Quality and Career Development

Promoting a close integration of vocational education with social needs. The interdisciplinary curriculum-based aesthetic education model combines job competencies. Through course learning, competition incentives, and exhibition evaluations, students can acquire more comprehensive vocational-related competencies, comprehensively enhancing their employment competitiveness and workplace adaptability. At the same time, interdisciplinary curriculum-based aesthetic education helps break down disciplinary barriers, promotes the integration of knowledge from different disciplines, and cultivates students' ability to transform, apply, and innovate.

2.3 Necessary for Teaching Development

The introduction of new teaching concepts, teaching methods and teaching models makes the teaching content more fulfilling and diverse, the teaching methods more flexible and effective, the teaching evaluation more rich, and Enhances the interactive-ness, participation, integration, practical, and applied nature of the curriculum. At the same time, the results of the three courses "Guidelines for Aesthetic Education Teaching" and other topics can be more widely shared and applied to improve the utilization rate of teaching resources.

Combined with the above necessities, considering the actual situation of the Hubei Vocational College of Railway Transportation where the team of this thesis team is located. In order to comply with the requirements of the development of the times and the "double high construction" of the college, follow the national policies. The thesis team intends to select the school's urban rail transit operation management major, select the art course, *Music Appreciation*, professional basic course *Service Etiquette*, and general course *Chinese Traditional Culture*, which are represented by different dimensions;with the four -in -one **"Post-Curriculum-Competition-Exhibition"** model which is Constituted by characteristics (occupational literacy), curriculum teaching, aesthetic education events, art performances, as the main path to carry out cross -disciplinary aesthetic education practice. The specific implementation path and its feasibility discusses as follows:

3 Feasibility

3.1 Preliminary Research Foundation

In recent years, the research team where the members of the thesis team are located have a certain attempt for the aesthetic education practice of the three courses and received the students' positive feedback and evaluation.

The research team has a wealth of teaching experience in the three courses of this thesis, and is familiar with the characteristics of the positions of urban rail operation management, professional literacy and the aesthetic educational elements contained in the three courses. Already try it. Such as the Lammore Concert in the "Music Appreciation" class, the "Etiquette Competition" of the extension of the "Service Etiquette" class, the "Chinese Classic Reading and Writing Competition" of the extension of the "Chinese Traditional Culture" class, etc. these all have been loved and praised by students for many years.

3.2 Policy Support

Since the release of series of documents such as "Opinions" and "Notice", our school, as a public college listed in the "Double High Program", attaches great importance, strong support to the specific implementation of the aesthetic education, and providing funding guarantee.

3.3 Teachers Guarantee

This project team has a wide range of teaching disciplines, rich scientific research experience, and diverse personnel. Has rich experience in front -line teaching experience, aesthetic education practical experience, and first -line management experience. Among them, the overall policy grasp of 3 teaching managers carried out the implementation of campus aesthetic education, three professional art teachers, and many first -line teaching and aesthetic education practitioners.

3.4 Implement Approach

Digging deeper into the aesthetic elements of Music Appreciation, Chinese Traditional Culture and Service Etiquette, exploring the specific paths and methods of aesthetic education in the curriculum, and formulating detailed disciplinary guidelines for aesthetic education teaching. The specific implementation plan is summarized as follows:

1. Strengthen the construction of aesthetic education teaching staff.

Strengthen teachers' awareness and literacy in aesthetic education. In order to realize the infiltration of aesthetic education into teaching in a subtle and imperceptible way. teachers should study deeply and communicate widely, deepen the understanding of the

connotation of aesthetic education, and strive to have a clear understanding of curriculum aesthetic education and a definite implementation path.

2. Create a four-dimensional aesthetic education teaching model

Elaborately map out the aesthetic education infiltration plans for every course. Immerse aesthetic education through diverse aspects such as course goals, course contents, course activities, and course assessments, thus forging a four-dimensional aesthetic education teaching paradigm. The four - dimensional aesthetic education immersion diagram exemplified by "Service Etiquette" is shown as follows[Figure 1].

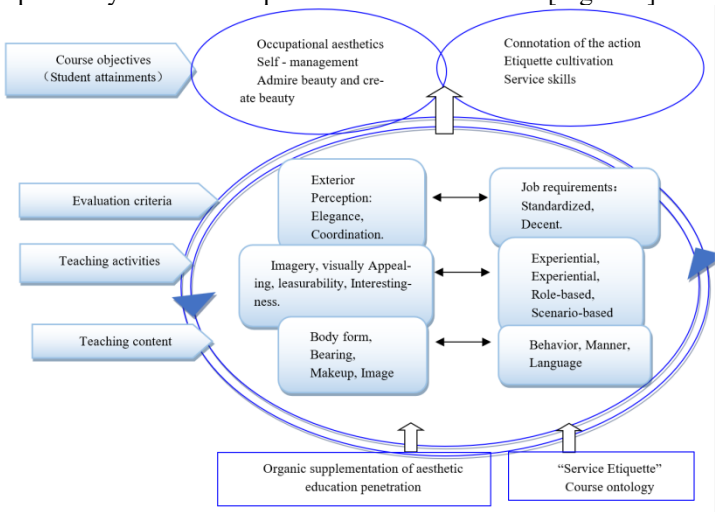


Fig. 1. The four - dimensional teaching model of aesthetic education in curriculum(Taking "Service Etiquette" as an example)

3. Implement a tiered and progressive aesthetic education cultivation plan, as shown in the figure [Figure 2].

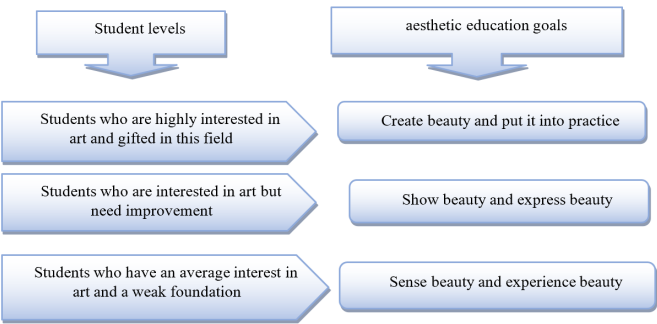


Fig. 2. Hierarchical Progressive Aesthetic Education Training Plan

4. Empower aesthetic education with digital technology

Rely on national-level platforms like the National Smart Education Public Service Platform and school-level platforms such as “Intelligent Connected Vocational Education” to develop aesthetic education resources. Innovate teaching methods, enrich artistic experiences, and promote all-round aesthetic Education immersion.

5. Construct an overall implementation path for interdisciplinary aesthetic education immersion based on the “post, curriculum, competition, exhibition” model[Table 1].Promote aesthetic education collaboratively through three pilot courses to establish communication and linkage among disciplines.

Taking job requirements as the standard, courses as the carrier, competitions as the means, and exhibitions as the outcomes, we comprehensively enhance students' core competencies such as cultural understanding, aesthetic perception, artistic expression, and creative practice. The “competitions and exhibitions” not only strengthen students' hands-on experience in aesthetic education but also serve to evaluate the effectiveness of interdisciplinary aesthetic education practice.

Table 1. The “Post-Curriculum-Competition-Exhibition” Model for Aesthetic Education in Courses

Post	Curriculum	Competition	Exhibition
Taking job requirements as the standard	Taking courses as the carrier	Taking competitions as the starting point	Taking exhibitions and performances as the outcomes
(Professional quality of urban rail operation management) 1. Beauty of professional dedication, 2. Beauty of cultural cultivation, 3. Beauty of communication language, 4. Beauty of behavior and manners, 5. Beauty of physical posture, 6. Beauty of professional image.	(Music Appreciation) (Chinese Traditional Culture) (Service Etiquette)	The Competitions of the “Music Appreciation” Course:Series of Competitions in the Grand Arts Festival, Top Ten Singer Competition. Competitions for the Chinese Traditional Culture Course:Chinese Classics Recitation and Calligraphy Contest, University-level Calligraphy Competition. Service Etiquette Course Competitions:Service Etiquette Event of Hubei Craftsman Cup Vocational Ability Competition, University-level Etiquette Gymnastics Competition.	Performance of 《Music Appreciation》 Course:Welcome Party for New Students, Campus Lawn Concert. 《Chinese traditional culture》 course performance:Book sharing, Hanfu Show, Campus Calligraphy, Painting and Photography Exhibition, Lecture on Traditional Aesthetics. (Service Etiquette) Course Performance: Professional Attire and Makeup Design Exhibition, Physical Dance Performance, Etiquette Culture Exhibition.

4 Conclusion

Vocational colleges' implementation of aesthetic education through interdisciplinary courses aligns with national policies and holds profound significance for disciplinary construction, talent cultivation, career development, and teaching reform.

The research team of this thesis, along with the affiliated research group, plans to use the Urban Rail Transit Operation Management major at Hubei Vocational College of Railway Transportation as a case study. We will investigate the current state of aesthetic education within the courses of this major, integrate the characteristics of professional positions, and select three representative courses. By applying the "Post-Curriculum-Competition-Exhibition" model and employing a four-dimensional teaching approach, the team aims to internalize aesthetic education elements into the curriculum. This initiative seeks to explore pathways and methods for constructing aesthetic education within courses, achieving interdisciplinary aesthetic education that incorporates professional characteristics. Three sets of practical guidelines for course-based aesthetic education will be developed. These guidelines are designed to be both practical and replicable. In the future, they will be gradually extended to other courses within the school and can be used as references for other vocational colleges.

Evidently, the implementation of aesthetic education through interdisciplinary courses in vocational colleges is not only necessary but also feasible, making this initiative imperative.

Acknowledgement

Remark: This article is one of the pad materials of the Subject "Research on cross - disciplinary curriculum' aesthetic education practice based on the 'Post-Curriculum-Competition-Exhibition' model of higher vocational colleges ". The subject was projected in "2024 Hubei Provincial Higher Education Society Education and Scientific Research Projects-Learning Community Construction Project "in 2024.07.

References

1. "Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era" [No. 30 of 2020]
http://www.moe.gov.cn/jyb_xxgk/moe_1777/moe_1778/202010/t20201015_494794.html
2. "Notice of the Ministry of Education on Comprehensively Implementing the Aesthetic Education Infiltration Initiative in Schools" [No. 5 of 2023]
http://www.moe.gov.cn/srcsite/A17/moe_794/moe_628/202401/t20240102_1097467.html.
3. The important path of implementing school aesthetic education; Li Rumi; <Jiangsu Education Research>; 2024.02.
4. Connotation, Significance, and Practical Path of Curriculum Aesthetic Education——Taking Shaanxi University of Chinese Medicine as an Example ; HAN Man, WEI Hao, JU Di, LI Mi, YU Yuanwang;< Journal of Shaanxi University of Chinese Medicine >; 2024,47 (01);E-mail:zhshih040102@163.com.
5. The logical road and practical path of high -quality development of aesthetic education in universities under the perspective of new productive forces; Xiao Shu;<Journal of North China Electric Power University (Social Science Edition)>;2024.12.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

