

Research Article

Training Framework of Aesthetic Education Teachers in Liangshan Yi Area of Sichuan Province

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Abstract

Aesthetic education is a hot spot in China's education, and it is also the most important part of human comprehensive education. As the teachers of aesthetic education, their ability and growth are directly related to the popularization and level of aesthetic education, and affect the vision and cognition of the educated. Therefore, training aesthetic education teachers in southwest minority areas is the primary task to promote the implementation of aesthetic education in the whole region. The article takes natural beauty, social beauty, artistic beauty and subject beauty as the responsibility of aesthetic education teachers, follows the popularity of teacher structure, the continuity of teacher structure, the richness of teacher form and the professionalism of teacher pattern, and forms a primary and secondary structure tree through the graded cultivation of the essence and the end. Layer upon layer of secondary training content, fostering and cultivating people's ability; It focuses on the three aspects of tenacious practical level to conceive and build the training methods and contents of aesthetic education teachers, and focuses on the cultivation of talented teachers, teachers who are tireless in teaching and teachers who are knowledgeable and deep in the ways of clustering, helping and secondary. Thus, a team of aesthetic education teachers with distinct priorities, coherent structure, professional structure and suitable for the development of aesthetic education in the Liangshan Yi area of Sichuan province is bred.

Keywords

Aesthetic Education, Teaching Staff, Develop, The Yi Nationality

1. Introduction

In October 2020, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era, which is the second national aesthetic education document after the first national aesthetic education document issued by The General Office of the State Council since the founding of the People's Republic in September 2015. The Ministry of Education mentioned "aesthetic education" many times at the press conference, and the word "aesthetic education" has

completely become a high-frequency word in the education and education research circles. If the state attaches importance to it, can the school actually implement it? Have our aesthetic education teachers kept up with the pace of construction? Will there be any mistakes that let aesthetic education slip into? Does the implementation of aesthetic education in Yi nationality area conform to the realistic basis? And so on. Questions like that are worth thinking about.

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2. What Is Aesthetic Education

Two national aesthetic education documents let us realize that "aesthetic education is aesthetic education, but also sentiment education and spiritual education", which clarified that aesthetic education not only refers to art skill education, art knowledge education, aesthetic theory education, it can not be equated with art classes, music classes and other art subject courses. This kind of orientation allows us to avoid the technicalization and utilitarianism of aesthetic education in practice. It aims to carry out "education" activities through "beautiful" ways and means, and needs to understand the connotation of "beauty" from the height of "education". It is a practical activity aimed at "cultivating the whole of our perceptual and spiritual forces to achieve as much harmony as possible" [1].

At the same time, aesthetic education is a kind of personality education, which is an indispensable key link in promoting students' all-round development education [2]. The opinions of the two offices expand the value of aesthetic education: "enhance aesthetic quality, cultivate sentiment, warm the soul, stimulate the vitality of innovation and creation", which is also the value of aesthetic education in schools. And the school education that can embody these values is not only fine arts and music, but also many other subjects. For example, the beauty of image and realm contained in classical Chinese poetry; The beauty of logic and geometry in mathematics; The beauty of science, the beauty of experiments, etc., all reflect the value of beauty. So where is the content of breeding? For example, in the subject of Chinese, students understand the plum blossom through words, which reflects the author's unwillingness to join in the evil. In the art discipline, students can experience the posture of standing in the snow despite the cold by observing the visual image of the plum blossom. Thus deepen the plum blossom metaphor of its strong and upright, indomitable quality of understanding, and then warm the soul. Multi-disciplinary education can achieve a pleasant and nourishing nature [3]. It can also be seen that in today's era, aesthetic education has begun to return to life. [4]

On the contrary, if you only learn knowledge and train skills, you will deviate from the track of aesthetic education, which is not aesthetic education. Beauty needs to be observed, to be known, to be understood, to be perceived, to be transmitted. To be able to be reflected in education and teaching activities, as both professional disciplines (including all disciplines here), but also have different formal beauty of the study, and gradually develop a healthy moral quality, the formation of good artistic accomplishment.

3. Teachers of Aesthetic Education

3.1. Relevant Policies and Teachers

In 2017, the Ministry of Education issued a notice on the

"Management Measures for Part-time Teachers of School Sports Aesthetic Education", which stated that the target of recruitment of part-time teachers of aesthetic education should be professional art teachers of other schools, art workers from off-campus educational institutions, publicity and cultural systems and social and cultural organizations, folk artists or skilled craftsmen, and qualified government purchase services [5]. However, the situation of aesthetic education teachers, especially in western areas and ethnic areas, is not optimistic. In 2016, the China Association for the Promotion of Art Education and the China Economic and Social Data Center of Tsinghua University released the Analysis Report on the status of aesthetic Education Teachers in the National Compulsory Education Stage, showing that the total number of aesthetic education teachers in most provinces has reached the basic needs, but the gap is relatively large in some provinces, especially in the central and western regions, and the overall shortage of aesthetic education teachers in the country is at least 40,000. In 2019, at the "1+1" series conference of the Ministry of Education's "Implementation of the Whole Church striving to Welcome the Birthday", Wang Dengfeng, director of the Department of Physical Health and Art of the Ministry of Education, introduced that the number of aesthetic education teachers in the national compulsory education stage increased from 434,100 in 2008 to 717,000 in 2018, with an average growth rate of 5.1% over the past ten years. Since the 18th National Congress, the average annual increase of teachers in aesthetic education has reached 8.7%. In December 2020, the Ministry of Education held a press conference to introduce the relevant situation of strengthening physical education, aesthetic education and labor education during the 13th Five-Year Plan period, and Director Wang said that the number of aesthetic education teachers in compulsory education nationwide increased from 599,000 in 2015 to 748,000 in 2019. In October 2020, the Chinese government issued the guiding opinions on strengthening and improving aesthetic education work, pointing out that in 2022, school aesthetic education will make breakthrough progress, be fully opened, and educate all employees in the whole process. By 2035, aesthetic education in schools will basically be fully covered. At present, there is a general lack of teachers in schools in Liangshan Yi area of Sichuan Province. For example, Jiatie Township Central School, more than 2,000 students, more than 20 teachers, the rest are substitute teachers; Vadallo Elementary School has more than 300 students and seven teachers. Substitute teachers have to teach and farm, many substitute teachers can not even write teaching plans, the overall strength of education is weak.

3.2. Definition of Aesthetic Education Teachers

It can be seen from the government's press conference, the answer from the Department of Physical, Health and Art of the Ministry of Education, relevant literature on aesthetic

education, the aesthetic education centers owned by colleges and universities across the country and the training courses for aesthetic education teachers in well-known colleges and universities that people basically position aesthetic education teachers as teachers of art subjects such as fine arts, music, film and television, and most of them are active in activities such as fine arts, music, dance, chorus and handicrafts. It mainly presents interest groups and community activities in art festivals and exhibitions. So is the responsibility of aesthetic education divided into art teachers and music teachers? Is the teaching staff of aesthetic education composed of teachers of these two disciplines?

The modern aesthetic education is different from the ancient Chinese aesthetic education which mainly focuses on "rites" and "music". [6] The tasks and social functions of aesthetic education teachers are different. From the perspective of the connotation of aesthetic education, the content of aesthetic education is extensive. It is not only art education, but also breaks the boundary of the original intellectual education discipline, so it should not be the teachers of the two disciplines to assume the responsibility of aesthetic education. Therefore, the task of aesthetic education should have its primary and secondary, and the training of aesthetic education teachers should also be divided into the main and the end. At present, aesthetic education does not belong to specific courses or separate departments in schools and society. The courses can be music, art, drama, performance, dance, craft, literature, etc. In form, it can be community practice, moral education activities, exhibition hall visits, celebrity visits, etc. In terms of content, it can be the beauty of visual sense, auditory sense, touch sense, smell sense and taste sense, and it can also be the beauty that is touched by literature, and the beauty that is guided by mathematics and science. Therefore, the teachers of aesthetic education should cover the personnel who have the ability to educate and realize the value of educating in school and outside school. In this way, we can take "beauty" as the main pole, give play to the secondary role of various fields, effectively implement aesthetic education from different disciplines, different angles and different thinking, and ensure that "beauty" education is everywhere and anytime.

4. Aesthetic Education Teacher Training Framework

4.1. The Primary and Secondary Structure Trees are Formed by the Sub-gradient Culture of the Origin and the End

Aesthetic education has the characteristics of multiple disciplines, and it highlights the growth of individual soul and emotion. Although these aspects are not as impressive and measurable as height and weight, it is more important than knowledge to the growth of people. The growth of the soul

and emotion is by no means a special casting of art subjects, so it cannot be simply ascribed to a subject to bear the heavy responsibility of personal aesthetic development. From the root to the tip, aesthetic education teachers are cultivated in orderly gradients, just like the tree of life in Tibetan medicine, the living state of education should be composed of different subject contents, and jointly nourish the same tree (like the individual of the teacher). There is a core, with music, art, dance, drama as the main pillar of beauty; There is also beauty with literature, science, history, geography, sports, moral character as its branches; Chemistry, physics, mathematics and so on for the beauty of the tree. As teachers of different levels, the aim of education should guide students to understand and experience beauty in different forms and methods, so as to nourish individual life.

In the main bar, teachers let students know about beauty mainly through different forms of works; Guide students to express beauty through the study of techniques; Through the research of different contents, students can understand beauty. These teachers can be school subject teachers, but also can be the cultural department, song and dance troupe performance, creation of well-known personnel. For example, in the learning of drama, students are mainly allowed to experience expression, imagination and creation in the sound, stage, time and space, from the vision, hearing and body, so as to feel the beauty in the form of singing and dancing, speaking and expression. Of course, we can also invite Yi people who are folk craftsmen of Bimo script, Chalwa and lacquerware into the class.

In the branches, for example, in the learning of the theme of "caring for public facilities", we can design programs to improve the campus environment, guide students to care about their surroundings, love campus plants and trees, and care for campus buildings, so as to cooperate with other disciplines to do a good job in the planning and implementation of campus culture construction, and help aesthetic education. At the same time of moral education, the direction of educating people is that students understand the beauty of things around them, understand the preciousness of flowers and plants around them, and appreciate the beauty of the environment, so that they can feel the beauty of life invisibly, which is also a manifestation of seeking truth, being good and loving beauty. At this time, "moral education" and "aesthetic education" are integrated and advanced. The teachers who implement aesthetic education in the branches can be teachers of character education in schools, or they can be florists, firemen, bankers, animal keepers, and so on.

On the tree tops, similar to geometry learning, teachers can properly use figures or symbols such as points, lines, surfaces, bodies and colors to point out the connection between mathematical science and art, so that students can appreciate the difference between the beauty of rigorous structure in mathematics and the beauty of dense and sparse art, and understand the relationship between the beauty of precise rules and the beauty of rough and vague.

In this way, through the aesthetic education training of

teachers in different fields, in the way of secondary auxiliary master, the hard boundary of various disciplines in the sense of beauty is blurred, and it is also in line with the requirements of the issued art curriculum standards in China.

4.2. Layer Upon Layer of Secondary Training Content to Foster and Cultivate People's Ability

The content of beauty is not limited to art, and the implementation of aesthetic education can not only be presented by art subjects. Only by gradually passing on in-depth training content one by one can we help Yi aesthetic education teachers to grow their teaching ability.

4.2.1. Skills + Hands-on - Develop Talented Teachers

Practice and operation is one of the most interesting ways of learning. In addition to the training of various skills, techniques, techniques and other conventional art content, teachers should also be trained to have a correct understanding of beauty. Painting, sculpture, film and television, clothing, stage, drama and other fields are the content of aesthetic education teachers need to learn, including the current students like animation, board painting and so on. Most of the art teachers in the Yi region are weak in professional skills and slow in updating various new skills. We should not only pay attention to the learning of common national oil version techniques, but also combine the characteristics of the Yi people, and take Chalva, lacquer, weaving, etc., as the key content of performance and learning. Using ethnic characteristics and regional characteristics to create the aesthetic education characteristics of local schools, forming a dislocation contrast with first-tier cities, and doing well, doing and strengthening the things of the nation is also a reflection of following the new trend of aesthetic education.

4.2.2. Teaching + Talking - Cultivating Teachers Who Are Tireless in Teaching

Aesthetic education teachers should not only have solid art skills, but also have strong classroom control ability and teaching level of beauty, so as to have a positive impact on students' life and thought. In his 10 Lessons from Art Teaching, Eisner pointed out that the importance of art education in the school curriculum (is closely related to classroom teaching), and that if adults (teachers) fail to convey the value of art in their teaching, children will not understand the importance of art [7]. This means that "if teachers fail to convey the value of fine arts (music, dance, drama, media arts) in the school curriculum, then children will not understand the importance of (music, dance, drama, media arts). [8]" It is worth noting that the teaching level of teachers determines the quality of aesthetic education. In other words, teachers' teaching design, teaching implementation, teaching guidance, teaching evaluation and other teaching links carry the quality

of education. Therefore, the teacher's aesthetic education ability is the key factor of aesthetic education effect.

4.2.3. Understand + Use Your Brain -- Cultivate Teachers with Advanced Talents and Deep Knowledge

According to Wiggins, "Six aspects of understanding: interpretation, interpretation, application, insight, empathy, and self-knowledge. [9]" Thus, "understanding" it is not simply knowing; Understanding is the foundation of teaching. To understand what beauty is and what education is, a teacher must be able to explain, reflect, apply, and empathize. In the learning process of various practical skills, personal aesthetic ability is forged. From observation to cognition, from cognition to analysis, from analysis to understanding, from understanding to application, from application to performance, from performance to reflection, this will be a complex process of interpretation and transfer. For example, to analyze the beauty of "Ramming", teachers should not only analyze from the visual effect and formal aesthetic sense, but also understand the meaning of this painting as a true representation of the Tang Dynasty labor scene from various forms, clothing, and coloring. At the same time, teachers need to have the ability to guide students to understand the beauty of society and labor. Next, they can create or guide students to express a social phenomenon through artistic creation, so as to reflect and test. And so on, design, planning, observation, practice, reflection activities, not just hands, mouth can be achieved.

4.3. Thousand-Thousand Training Methods, Focusing on Tough Practical Level

4.3.1. Cope with Regional Distance Changes from the Perspective of "Clustering"

Schools in the Yi area are scattered in various mountains and corners of the Daliang Mountains, and teachers in these areas have to go out to study at least ten hours by car, which makes many teachers discouraged. However, the gap between the teachers of aesthetic education in Yi area and those in other areas should not be too great because of the distance. In terms of training, we can use a combination of "cluster" training twice a semester and "fractional" training twice a month. In the "gathering" period, we mainly solve the common problems and difficulties encountered by teachers, as well as one-to-one guidance on techniques and analysis of typical teaching cases. This kind of individual counseling is especially important for Yi teachers, because each teacher's graduation major and level of education are different, and their understanding of "beauty" is very different. Teachers can bring their own problems and solve one at each meeting. In the "divided" period, under the guidance of the tutor, the teachers mainly use online resources for personal practice, problem discovery, research and reflection. Only by using the flexible system can we effectively solve the practical prob-

lems of teachers in practical aspects, and only by using the flexible method can we cope with the remote area problem.

4.3.2. Help Teachers' Professional Growth from the Perspective of "Helping"

The aesthetic education teachers in the Yi area not only need centralized and dispersed training and learning, but also need the guidance of famous teachers or experts. One is to participate in the special workshop, under the leadership of the workshop team members, update the concept of aesthetic education and form a new understanding of aesthetic education; The second is to look for local handicraft inheritors, cultural celebrities and famous teachers to improve professional skills such as culture, teaching, education and techniques; The third is to form a daily aesthetic education teaching team with the region as the center, so as to facilitate the research and exchange of classroom teaching on weekdays and offer suggestions for the implementation of aesthetic education. Joint action from the above three perspectives will stimulate the transformation of teachers' abilities in many ways.

4.3.3. Build a Comprehensive Aesthetic Education System from the Perspective of "Primary and Secondary" Cooperation

Art teachers as the "main", other subject teachers as the "secondary" together constitute the whole strength of aesthetic education teachers. As mentioned above, the heavy responsibility of aesthetic education cannot be borne by art teachers only, and other disciplines should invisibly permeate the guidance of "beautiful" things in their own education and teaching fields. The way of primary and secondary cooperation allows the trainees to feel, understand and experience beauty in many disciplines and fields, and build a comprehensive aesthetic education system. Therefore, the training of aesthetic education teachers also needs to be classified and comprehensive training for teachers in the primary and secondary fields. Let the "main" responsible teachers understand the main responsibility in aesthetic education, let the "secondary" responsible teachers clearly cooperate content, and jointly form the education teachers.

4.4. Look at the Responsibility of Aesthetic Education Teachers from the Perspective of "Four Beauties"

4.4.1. Natural Beauty

Being close to nature, feeling nature and understanding nature is a clear current in the era of material cross-flow. The relationship between man and nature is the primary issue concerning the survival and development of mankind. When The Times develop, social changes, and life is convenient, the beauty of nature seems to be farther and farther away from us.

Therefore, aesthetic education teachers should clearly recognize the natural beauty charm of blue sky, long grass and colorful flowers, and guide students to maintain their upward beauty in the fierce competition and numerous examinations. For example, the discovery of natural materials, the reuse of waste materials, the inheritance of traditional handicrafts and so on. Especially in the Yi area, in view of the psychological tendency of young students to follow blindly, we should know how to make use of the rich available materials of the Yi nationality, so that the next generation can regain the Yi culture and increase cultural confidence. In this way, let the trainees realize that the original, traditional, handmade, etc. are more humanistic charm than the electronics and intelligence they flock to, and they are also worthy of our appreciation and learning. The artistic quality acquired by the students from aesthetic education is one of the irreplaceable precious qualities in the future society.

4.4.2. Social Beauty

Appreciating many works of art is only part of appreciating and understanding beauty. Most works of art represent or reflect the social life style, morality, ethics, interests and hobbies, etc. The hidden social value content behind these is not to be ignored by our aesthetic education, but also a reflection of understanding the important value of the work itself. For example, in the study of Riverside Scene during the Qingming Festival, the teachers guided the learners not only to lament the layout of the grand scene and the rigorous composition of the painting, but also to guide the learners to feel the scenery on both sides of the Bianhe River and the prosperity of the capital of the Northern Song Dynasty. On the one hand, students can understand the artist's insight and expression of life, and on the other hand, they can feel the prosperity of handicrafts, architecture, commerce, and transportation in the capital at that time. Thus, it triggers the trainees' understanding of society. The second responsibility of aesthetic education teachers is to guide the students to experience the social beauty, for the students to go to the society in the future, clarify the law of social development, regulate social behavior and so on have a greater role. At the same time, it also combines with moral education in our five education, and jointly forge the soul of the students.

4.4.3. Artistic Beauty

Artistic beauty, as the most explicit kind of beauty, brings the most direct and explicit visual stimulation to people, such as images, colors, rhythm, structure, etc., which are often misunderstood as the whole of aesthetic education. Of course, as the most core and the most basic understanding of beauty, is based on this. However, aesthetic education teachers should guide the students to understand from multiple angles, multiple contents and multiple directions, such as the beauty of audiovisual music, the beauty of classic works, the beauty of artistic historical change and so on. In this way, from the whole environment edify the artistic quality of the trainees,

and always acquire artistic appreciation, artistic creativity, work understanding, theoretical thinking and so on.

4.4.4. Beauty of Subject

Each discipline has its own unique charm, and the simplified discipline classification of science and liberal arts commonly used in our country is well known. For example, can students experience the beauty of balance, law, and creation through experiments, simplicity, and intuition in physics? This kind of "experiment and intuition" can be presented by all physics teachers in their teaching, but few teachers will guide students to look at "beauty" comprehensively from the aspects of "balance, law and creation". More importantly, the beauty of these sciences focuses on cultivating students' logical thinking ability, so that students can learn to observe, compare, analyze, describe and judge things and images. No matter which discipline, students' thinking growth and feeling changes in learning is also an experience of "beauty".

No matter in what way, teachers can start from the above four beauties to strengthen and guide the feeling, cognition and examination of beauty. If the knowledge of beauty is forcibly instilled, I think this is not the real experience of students, it can not be regarded as aesthetic education. No matter which aspect of beauty, can subtly affect several other factors. If nature is not beautiful and society is not beautiful, then we know more colors and lines will not help. Whether as a teacher in or outside the school, we need to have the responsibility and feelings of educating people.

5. Teacher Training Should Follow the "Four Characteristics"

5.1. Popularization of Teacher Structure

The education and teaching activities in each subject should ensure the full coverage of the connotation of aesthetic education, so the training of teachers should pay attention to the popularization of teachers in each subject. Teachers of various disciplines with aesthetic education ability are selected to participate in teacher training and learning for not less than five years, so that these pioneer troops can lead other teachers to jointly study and implement aesthetic education plans after returning to school. So that it can be used for reference, popularization and replication. It is the same as the difference between the basic art education in school and the off-campus art education, the school is universal, and it needs to have a comprehensive, universal and systematic for all students of the right age. Aesthetic education is like this, it can be promoted, it can not be like off-campus art, for individual hobbies to be divided into small classes. Therefore, the training scope of aesthetic education teachers should also follow this universality.

5.2. Continuity of Teacher Structure

Under the leadership of the first aesthetic education teachers, some teachers will also follow the aesthetic education policy and focus on aesthetic education to explore and practice. The training of aesthetic education teachers should be fully covered year by year to promote the effect of gradually unifying aesthetic education cognition. From AAAA teachers in the first year, to AABB in the third year, to ABBC in the fifth year, and so on, the new teachers are increasing year by year, so that the teachers of aesthetic education have been in a kind of experienced former and continuous new people, constantly changing. In this way, when teachers are in the real aesthetic education practice of "bringing the old with the new", they can better understand the aesthetic education policy, carry out the aesthetic education policy and achieve the value of aesthetic education.

5.3. Richness of Teacher Form

For the scope of aesthetic education, only relying on school teachers is completely insufficient. The country has divided aesthetic education from three social relations: school aesthetic education, social aesthetic education and family aesthetic education. And we need to conduct teacher classification training according to the regional characteristics of Yi nationality. For example, traditional craftsmen and famous craftsmen should be included in the team of aesthetic education teachers. Through art aesthetic education teachers, social aesthetic education teachers, natural aesthetic education teachers to build a more comprehensive team of aesthetic education teachers. In order to maintain the correct pursuit and understanding of beauty in the aspects of teachers' quality, artistic expression, aesthetic understanding and life aesthetics. Aesthetic education in various forms, to ensure the strong teaching level of aesthetic education teachers, so as to control the practice of aesthetic education.

5.4. Professional Teaching Structure

On the one hand, aesthetic education teachers need highly skilled professionals and top talents; The second aspect is the need for educational talents who can correctly understand aesthetic education and have good ability of expression and imparting. The three aspects are other ordinary talents who need to cooperate in aesthetic education. Through the orientation of aesthetic education teachers, we can get rid of the pattern of aesthetic education teachers who only use art, music, dance and other art disciplines. Expanding the teaching staff of aesthetic education and making the implementation Angle and scope of aesthetic education wider is conducive to the expansion of the way of aesthetic education and the improvement of quality. By integrating professional and non-professional aesthetic education teachers and coordinating the relationship between morality, intelligence, body and labor through aesthetic education, the perceptual and spiritual

strength of the trainees can achieve harmony as a whole, which is conducive to the cultivation and harmonious development of people.

6. Conclusion

As the undertaker of the mission of aesthetic education, teachers of aesthetic education need to be continuously, effectively and valuable. In the less developed Liangshan Yi area of Sichuan Province, combining regional and ethnic characteristics, we set up a high-quality aesthetic education team composed of teachers of different forms, disciplines and regions to ensure the development of aesthetic education. Aesthetic education teachers should also pay attention to the value of teaching elements from the subject and object of education to teaching behavior. [10]

At present, we are in the era of accomplishment, and aesthetic education teachers and art education are facing the transition and challenge from "theory of knowledge" to "theory of accomplishment". How to cultivate students' core accomplishment in the process of aesthetic education practice, in order to obtain the ability to solve practical problems, is the proposition that our educators have been thinking about.

Abbreviations

CPC Communist Party of China

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Author Contributions

Yanjin Li is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The author himself declares no conflict of interest.

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