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The Study on the Integration and Development of Aesthetic Education in Higher Education with Excellent Traditional Chinese Culture

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Abstract: With the deepening of globalization, the trends of cultural diversification and fragmentation are becoming increasingly apparent. The integration and development of aesthetic education in higher education institutions with excellent traditional Chinese culture has become a necessity of our time. Aesthetic education in higher education not only helps cultivate students' aesthetic values but also helps shape their personalities and enhance their comprehensive abilities. Excellent traditional Chinese culture, as an important educational resource, contains rich aesthetic concepts and humanistic spirit. This paper aims to explore the pathways for the integration of aesthetic education in higher education with excellent traditional Chinese culture. It provides an overview of the integration of aesthetic education and excellent traditional Chinese culture, explaining the necessity and deep connection between the two. It then discusses the challenges and problems faced in the integration of aesthetic education in higher education with excellent traditional Chinese culture, proposes strategies for their integrated development, and presents viewpoints, providing new ideas and directions for aesthetic education in higher education.

Keywords: Aesthetic education in higher education; Excellent traditional Chinese culture; Integrated development

Preface In the context of the deepening development of globalization and cultural diversity, the value and influence of China's excellent traditional culture are increasingly valued in modern society. As an indispensable part of higher education, aesthetic education aims to cultivate students' aesthetic appreciation, creative thinking and humanistic values^[1]. As the core of national spirit, China's excellent traditional culture contains profound aesthetic and humanistic concepts. If it is integrated

into the aesthetic education of colleges and universities, it can not only enrich the teaching content and improve students' aesthetic level, but also inherit and promote China's excellent traditional culture and enhance students' sense of identity and pride in national culture. Therefore, exploring how to effectively integrate China's excellent traditional culture into the aesthetic education of colleges and universities to promote the all-round development of students has become a key task of higher education.



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Introduction

In the context of the deepening development of globalization and cultural diversity, the value and influence of China's excellent traditional culture are increasingly valued in modern society. As an indispensable part of higher education, aesthetic education aims to cultivate students' aesthetic appreciation, creative thinking and humanistic values^[1]. As the core of national spirit, China's excellent traditional culture contains profound aesthetic and humanistic concepts. If it is integrated into the aesthetic education of colleges and universities, it can not only enrich the teaching content and improve students' aesthetic level, but also inherit and promote China's excellent traditional culture and enhance students' sense of identity and pride in national culture. Therefore, exploring how to effectively integrate China's excellent traditional culture into the aesthetic education of colleges and universities to promote the all-round development of students has become a key task of higher education.

1. Overview of the Integration and Development of Aesthetic Education in Higher Education with Excellent Traditional Chinese Culture

In the process of aesthetic teaching, combining excellent traditional Chinese culture with aesthetic teaching can enable students to have a deeper understanding of Chinese culture, cultivate students' noble humanistic spirit, let them feel the humanistic sentiment of traditional culture in practice, and at the same time cultivate students' humanistic spirit and improve their moral quality and social responsibility. By integrating excellent traditional Chinese culture into aesthetic education in higher education, students can be influenced and inspired by beauty, improve their aesthetic ability and innovative thinking, and at the same time cultivate their humanistic spirit and moral quality. Aesthetic education in higher education and excellent traditional Chinese culture have commonalities in aesthetic pursuit. Both emphasize that the essence of beauty lies in harmony, pursue the unity of inner beauty and outer beauty, and advocate the aesthetic concept of taking goodness as beauty and truth as beauty^[2]. The convergence of aesthetic pursuits provides the possibility for the integration

of the two. Aesthetic education in higher education mainly focuses on the education of modern aesthetic concepts and Western art and culture, while excellent traditional Chinese culture focuses on the inheritance of traditional aesthetics and humanistic spirit. The two are complementary in content and can complement each other, providing students with a more comprehensive aesthetic experience and spiritual nourishment. Integrating outstanding traditional Chinese culture into aesthetic education in higher education institutions can enrich the content of aesthetic education, broaden students' horizons, and cultivate their cultural confidence and national pride. At the same time, traditional culture is endowed with new meaning and value in the new era, enabling its inheritance and innovation. The integration of these two aspects has mutually reinforcing educational value.

2. Problems Facing the Integration of Aesthetic Education and Excellent Traditional Chinese Culture in Higher Education Institutions

To enhance students' cultural confidence, education in excellent traditional Chinese culture is receiving increasing attention in higher education institutions, and it is gradually being integrated with aesthetic and moral education. However, due to the long-term influence of my country's exam-oriented mindset, the development of aesthetic education in higher education institutions has encountered difficulties and challenges, and the integration of excellent traditional culture with aesthetic education still faces many problems.

2.1 Insufficient Clarity in Curriculum Design and Objectives

Currently, some higher education institutions have problems with their curriculum design for aesthetic education and excellent traditional Chinese culture, namely, failing to fully reflect the role and status of excellent traditional Chinese culture. Although some higher education institutions offer courses related to traditional culture, these courses are few in number and relatively simple in content, failing to meet students' expectations for diversified learning needs. This phenomenon may be related to the current development direction of the higher education system, which focuses more on applied professional courses while neglecting the inheritance and promotion of traditional

culture. Therefore, we should attach importance to the educational value of excellent traditional Chinese culture, strengthen the design and enrichment of related courses, cultivate students' interest and understanding of traditional culture, and improve their humanistic literacy and comprehensive quality.

2.2 The Comprehensive Quality of University Teachers Needs Improvement

The implementation of aesthetic education cannot be separated from the active participation of teachers as the main body, and the quality and ability of teachers directly affect the effectiveness of aesthetic education. However, currently, some teachers have limited knowledge and teaching ability in excellent traditional Chinese culture, making it difficult to meet students' needs for traditional culture. Under such circumstances, it is difficult for students to truly understand and feel the charm of excellent traditional Chinese culture. This traditional teaching method may lead to a decline in students' interest in aesthetic education courses, or even resistance. Therefore, in order to improve the effectiveness of aesthetic education, we need to attach importance to the training and improvement of teachers, strengthen their knowledge and teaching ability in excellent traditional Chinese culture, and encourage teachers to innovate teaching methods, focusing on fun and interactivity, to stimulate students' learning interest and active participation, thereby promoting the comprehensive development of aesthetic education.

2.3 Insufficient Practical Teaching and Activities

Practical activities are an important part of aesthetic education in colleges and universities. However, some colleges and universities currently have shortcomings in practical activities. Although some colleges and universities have carried out practical activities related to traditional culture, the number is small and the forms are relatively simple, which cannot meet the diversified needs of students^[3]. Students' needs for practical activities are becoming increasingly diversified, and they hope to participate in practical activities in more fields, such as scientific experiments, social practice, and art performances. At the same time, some practical activities lack depth and breadth, and only remain at the level of superficial understanding and experience, which makes it difficult to achieve the expected results.

In order to improve the quality and effectiveness of practical activities in colleges and universities, colleges and universities should strengthen the planning and organization of practical activities, provide more diversified practical opportunities, and focus on cultivating students' practical abilities and innovative spirit. Only through rich, diverse, in-depth and extensive practical activities can students' comprehensive quality and creativity be truly improved.

2.4 Students' Lack of Interest in Learning

Because the curriculum on traditional Chinese culture aesthetics lacks systematicity, engaging content, and accessibility, students' interest in traditional Chinese culture is relatively low, thus affecting their in-depth understanding and active participation. Meanwhile, the survey results show that in current university aesthetic education, traditional Chinese culture is usually treated as an additional theme, lacking systematicity and depth. Traditional Chinese culture has not received due attention in aesthetic education courses, and its manifestations in fine arts, music, drama, and other fields have not been fully explored.

3. The Integration Path of Aesthetic Education in Higher Education with Excellent Traditional Chinese Culture

Aesthetic education is an important component of higher education and a crucial pathway for promoting and developing excellent traditional Chinese culture. Fully integrating traditional culture with aesthetic education in higher education can enhance students' awareness of cultural inheritance, help cultivate their comprehensive qualities, and improve the effectiveness of aesthetic education in higher education. To achieve better integration, higher education institutions need to grasp the connection between aesthetic education and excellent traditional culture, starting from the teaching process to ensure a more seamless integration. This will improve the efficiency of aesthetic education and enhance students' overall quality.

3.1 Reasonable Positioning and Curriculum Design

In terms of curriculum design, excellent traditional Chinese culture should be incorporated into the aesthetic education curriculum system, offering relevant elective courses such as Chinese classical aesthetics and traditional Chinese art. This will

increase the number and richness of courses related to excellent traditional Chinese culture, allowing students to understand traditional Chinese aesthetic thought and artistic achievements. Simultaneously, traditional cultural elements can be integrated into other aesthetic education courses, such as music, painting, and film, enriching course content and enhancing students' learning interest. Emphasis should be placed on the innovation and fun of the curriculum, employing various teaching methods to stimulate students' learning interest and enthusiasm.

3.2 Strengthening the Construction of the Faculty

Teachers are the main body responsible for implementing aesthetic education. Improving teachers' aesthetic education qualities is key to promoting the integration of aesthetic education in universities with excellent traditional Chinese culture. Strengthening teacher training will enhance their understanding and appreciation of excellent traditional Chinese culture, enabling them to integrate it into aesthetic education with high quality and skill. Inviting cultural and artistic experts and scholars to the university to give lectures or conduct seminars will broaden students' horizons and enhance their understanding of traditional culture. Conducting on-campus training or seminars will facilitate the exchange of teaching experiences and methods, improving teachers' teaching abilities. Furthermore, emphasis will be placed on cultivating teachers' innovative awareness and practical abilities, encouraging them to explore new teaching methods and means to promote the innovative development of aesthetic education in universities.

3.3 Effectively Constructing and Conducting Teaching Practice Activities

Practice activities are an important way to cultivate students' practical abilities, innovative spirit, and teamwork spirit. Universities can carry out various forms of practice activities by innovating the forms and content of practice activities, such as cultural festivals, art competitions, and social practices, allowing students to experience the charm of traditional culture through personal participation and practical experience, thereby improving their aesthetic abilities and comprehensive qualities. At the same time, universities can combine local cultural resources and characteristics to carry out practice activities with regional characteristics,

enhancing students' sense of identity and belonging to traditional culture. Emphasis should be placed on the depth and breadth of practice activities, expanding their scope and range to achieve the goal of improving students' practical abilities and innovative spirit. In addition to classroom teaching, universities organize rich practice activities and cultural experience activities. For example, organizing students to visit museums, art exhibitions, and intangible cultural heritage transmission bases allows students to experience the profoundness of traditional culture firsthand, deepening their understanding and appreciation of beauty.

3.4 Strengthening Campus Culture Construction

Campus culture construction is a crucial aspect of aesthetic education. Strengthening campus culture and creating a positive cultural atmosphere allows students to be subtly influenced and inspired by traditional culture. This can be achieved by constructing traditional culture-themed parks, cultural corridors, and other cultural facilities to showcase the charm and value of traditional culture; simultaneously, various forms of artistic activities and academic exchange activities such as cultural lectures can be conducted to promote the development of campus culture. These activities not only enhance students' aesthetic abilities and cultural literacy but also strengthen their national pride and self-confidence, stimulating their patriotism and cultural identity, thereby better promoting the inheritance and development of excellent traditional Chinese culture. Furthermore, they can improve the school's educational level and the quality of talent cultivation, providing strong talent support and intellectual backing for the great rejuvenation of the Chinese nation.

4. Development Strategies for Aesthetic Education in Higher Education and Excellent Traditional Chinese Culture

The integration and development of aesthetic education in higher education and excellent traditional Chinese culture presents tremendous opportunities. First, this integration can promote the innovative development of aesthetic education in higher education and enhance students' comprehensive qualities and international competitiveness. Second, it also provides new paths and platforms for the inheritance and innovation of traditional culture. To achieve the integration and development of aesthetic education in higher education

and excellent traditional Chinese culture, we can start from the following aspects:

4.1 Strengthening Curriculum Design and Quality Monitoring

Integrate aesthetic education in higher education and excellent traditional Chinese culture into the entire education system to achieve comprehensive and multi-level integration and development. Connect with other educational stages to build a complete educational chain, providing strong support for cultivating outstanding talents with traditional cultural literacy and aesthetic ability. Integrate excellent traditional Chinese culture into aesthetic education courses, and offer aesthetic education courses with local characteristics and cultural connotations. Make excellent traditional Chinese culture one of the main contents of aesthetic education courses in higher education. By offering relevant courses, guide students to deeply understand the connotation and value of traditional culture and cultivate their interest and love for it. At the same time, integrate traditional cultural elements into various art courses, allowing students to experience the charm of traditional culture in creative practice.

4.2 Strengthening University-Enterprise Cooperation and Social Practice

The government and education departments formulate relevant policies to encourage universities to strengthen the integration of aesthetic education with excellent traditional Chinese culture, providing students with more cultural experiences and practical opportunities. Simultaneously, cultural guidance should be used to direct the direction of aesthetic education in universities, ensuring its healthy development. Resource integration and utilization should be maximized, fully utilizing university and social resources to integrate excellent traditional cultural education resources and form a sharing mechanism. Cooperation with museums, libraries, art groups, and other institutions should provide students with more learning resources and practical opportunities.

4.3 Promoting Traditional Culture Through the Internet and New Technologies

Combining market demand and industry development trends, internet platforms and mobile applications should be used to provide online learning and experience resources and courses on excellent

traditional Chinese culture, allowing more students to access and learn about it. New technologies, such as virtual reality and augmented reality, can be used to create immersive traditional cultural experiences, attracting the interest and participation of young people and injecting new impetus into economic and social development. Through social media platforms and short videos, the digital storage and dissemination of traditional culture can be achieved, promoting excellent traditional Chinese culture and allowing more people to understand its charm.

Conclusion

In conclusion, excellent traditional Chinese culture and aesthetic education in higher education are inextricably linked. Excellent traditional Chinese culture promotes the innovative development of aesthetic education, while the implementation and development of aesthetic education cannot be separated from the foundation of excellent traditional Chinese culture. Therefore, aesthetic education in higher education must be rooted in the essence of excellent traditional Chinese culture. When reforming aesthetic education, universities should clarify the concepts, goals, content, and methods of aesthetic education, and emphasize the integration of excellent traditional Chinese culture with aesthetic teaching at every stage to achieve the effect of educating people through aesthetics and culture. Integrating traditional Chinese culture into aesthetic education can enhance students' understanding of traditional culture, strengthen the effectiveness of aesthetic education, and help students create a better future. In the context of the new era, allowing university students to experience the beauty of traditional Chinese culture is an important channel for awakening students' national mission and cultivating their cultural confidence. It is also an important issue for the reform of aesthetic education in higher education, striving to achieve a deeper and broader integration and development of aesthetic education and excellent traditional Chinese culture in higher education. The integration and development of aesthetic education and excellent traditional Chinese culture in higher education is a long-term and arduous task. Only by continuously innovating and improving the concepts, curriculum design, and faculty of aesthetic education can we achieve deep integration

and development of the two. At the same time, this integration also helps cultivate new-era talents with an international perspective and national sentiment, and promotes the inheritance and innovation of outstanding traditional Chinese culture.

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