

Research on the Planning of The Construction of Art Culture on The Campus of Normal Colleges and Universities: Promoting the Improvement of The Aesthetic Appreciation Level of Normal Art Students

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Abstract: With the society's emphasis on art education and the increase in the number of art normal students, how to effectively promote the aesthetic appreciation level of art normal students has become an important topic. The purpose of this research is to explore the effect of the campus art culture construction plan of normal colleges and universities on the improvement of the aesthetic appreciation level of art normal students. The article adopts a combination of comprehensive analysis and on-site research. Through the combing of relevant literature and on-site research on the current situation of art culture construction on the campus of normal universities, it conducts in-depth research on the improvement of the aesthetic appreciation level of art teachers and normal students. Studies have shown that a good educational environment is a key factor in improving the aesthetic appreciation level of normal art students. Through the planning and construction of rich and diverse art and cultural resources and facilities, normal colleges and universities have created an infiltrating artistic atmosphere, stimulated students' artistic interest, and enhanced their ability to understand and appreciate works of art.

Keywords: Aesthetic appreciation level of art normal students; Campus art and culture construction planning; Normal universities; Aesthetic theory.

1. Introduction

With the society's emphasis on art education and the increase in the number of normal art students, improving the aesthetic appreciation level of normal art students has become one of the important tasks in the field of education today. As an important place to train future teachers and professionals, normal colleges and universities should assume the responsibility of cultivating art education professionals and improving their aesthetic appreciation. Therefore, the research on the improvement of the aesthetic appreciation level of art teachers and normal students in the construction plan of art culture on the campus of normal colleges and universities has important theoretical and practical significance. The purpose of this article is to explore the influence of the campus art culture construction plan of normal university on the aesthetic appreciation level of normal art students and put forward corresponding suggestions and strategies. Through a comprehensive analysis of relevant literature and field research on the current situation of art culture construction on the campus of normal universities, this research will delve into the role of a good educational environment, diverse learning content and methods on the aesthetic appreciation level of art teachers and normal students.

The contribution of this paper is to provide a comprehensive analysis of the research method of the college campus art culture construction plan to improve the level of aesthetic appreciation of art teachers and normal students and put forward corresponding revelations and suggestions. By exploring and summarizing the experience and successful cases of the construction of art culture on the campus of normal universities, this article aims to provide reference and reference for educational institutions, educational decision

makers and related researchers, and further promote the development of art education and improve the artistic cultivation level of normal art students. The context of the article will revolve around the improvement of the aesthetic appreciation level of art teachers and normal students in the campus art culture construction plan of normal colleges and universities. First of all, the research will introduce the background and clarify the importance and practical significance of the research. Secondly, the research will comprehensively analyze relevant literature and field research, and explore the influence of a good educational environment, diverse learning content and methods on the aesthetic appreciation level of art teachers and normal students. Finally, the research will summarize the research results and put forward corresponding revelations and suggestions to promote the artistic cultivation and improvement of the quality of education of normal art students. Through this context, this article aims to provide theoretical support and practical guidance for decision-making and practice in the field of art education.

2. Related Research

Many scholars have conducted research on the aesthetics of fine arts. Gu (2022) believes that the cultivation of the core literacy of normal art students is the top priority of education in various universities at present, emphasizing the cultivation of normal art students' aesthetic perception, artistic expression, practical innovation and understanding of traditional Chinese culture, which not only has a certain promotion effect on the learning of normal art students, but also has certain help and guidance for their future teaching. According to Li (2020), the Chinese nation has a deep and heavy history and culture. Among them, traditional arts and

crafts are the realistic sublimation of the historical process of the reproduction and survival of various ethnic groups in China. It is an important component of our country's traditional national culture and an art that combines the daily production and life of the working people with aesthetics. The arts and crafts work that have survived in the world are exquisite, and they are consciously applied to the cultural construction of modern higher vocational campus, especially the visual expression of campus culture, which has high artistic and ethnic practical significance. Through the research on the teaching practice of online and offline hybrid courses of "Primary School Art Teaching Design", Fu (2023) used interviews, questionnaires, experiments, observations, and other methods to analyze the factors affecting the teaching practice ability of normal art students and proposed a highly targeted teaching design and implementation strategy for normal art students. This article will conduct an in-depth discussion on the aesthetic improvement methods of art

teachers and students from the perspective of the planning of the construction of art culture on the campus of normal colleges and universities.

3. Method

3.1. The significance of campus art and culture construction

As the society attaches more importance to art education, more and more students choose to enter the normal art major. Art education is considered to be an important way to cultivate students' creativity, aesthetic ability, and comprehensive quality, so the demand for art teacher majors is gradually increasing (Süzen, 2020 & Marini, 2021). Figure 1 shows the trend of the number of normal art students in recent years:

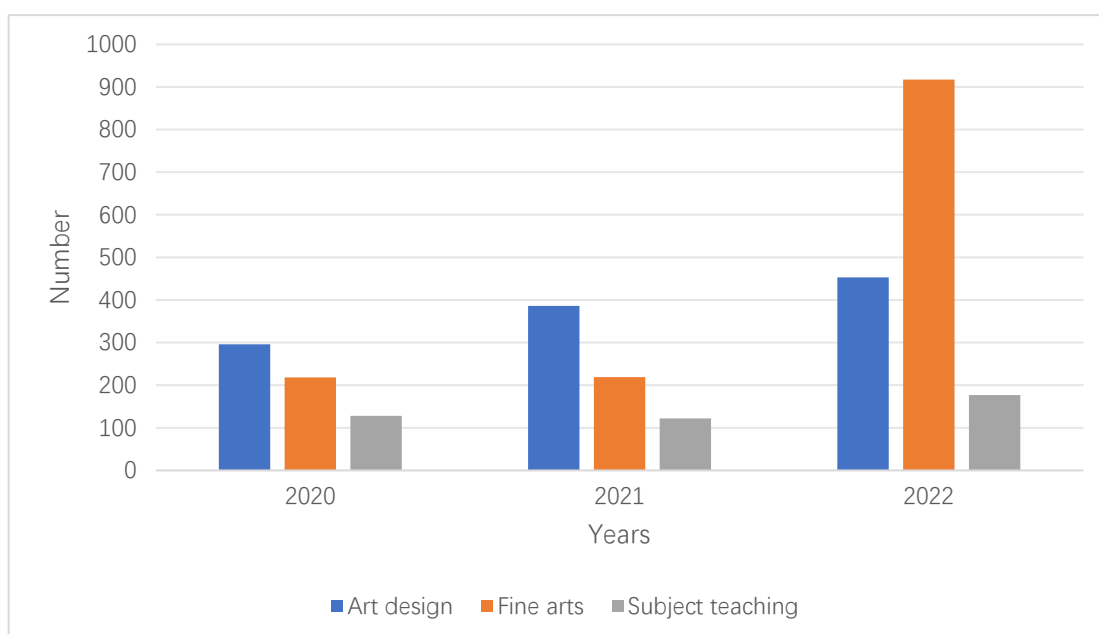


Figure 1. The number of normal art students in recent years

The construction of campus art and culture has multiple meanings and values. First of all, it has an important impact on the improvement of the aesthetic appreciation level of art teachers and students. Through the construction of campus art culture, normal art students can be exposed to rich and diverse forms of artistic expression and works and cultivate their appreciation of art and aesthetic literacy (Muzyka et al., 2021 & Ling et al., 2020). They can visit art exhibitions, participate in artistic creation and other activities, broaden their horizons, and improve their understanding and expression of beauty. This will become an indispensable part of their teaching life for future normal students engaged in educational work.

Secondly, the construction of campus art and culture helps to cultivate the creativity and innovative thinking of normal students. By participating in artistic creation and practical activities, normal art students can develop their creativity, problem-solving skills, and artistic expression skills. They will face various artistic challenges and creative tasks, exercise the flexibility of thinking and the ability to innovate. This will have a positive impact on their future education and teaching work and can provide more diverse and creative teaching methods and strategies (Abdunabievich, Ugli,

Norbutaevna, 2022 & Tursunbaevna, 2021).

The construction of campus art and culture can also enrich the cultural life of normal art students and enhance the learning atmosphere. Through holding various art activities, cultural festivals, art exhibitions, etc., the campus has become a place full of artistic atmosphere and vitality. Normal art students can participate in these activities after studying, relax their body and mind, improve their self-cultivation, and at the same time create a positive learning atmosphere. This will stimulate their enthusiasm and motivation for learning and make them more actively participate in teaching and academic research (Skregelid, 2020 & Baymetov, 2021).

3.2. The relationship between art teacher education and campus art culture construction

Art teacher education provides professional support and talent training for the construction of campus art culture. The goal of art teacher education is to train teachers with professional knowledge and educational ability in art. These normal students will become the promoter and enforcer of the construction of art and culture on campus. They study through

systematic art education courses, master professional knowledge in painting, design, sculpture, art history, etc., and receive training in educational teaching methods and techniques. They have a wealth of artistic literacy and professional abilities, can organize and guide art activities on campus, and promote the school's art education and art and culture construction (Ozturk, 2022 & Ashurova, 2021).

The construction of campus art culture provides a platform for the practice and display of art teacher education. Normal art students need to exercise their abilities and improve their professional level through actual teaching internships, artistic creation and participation in artistic activities. The construction of campus art and culture provides them with practical opportunities, allowing them to apply what they have learned to practice. By participating in campus art exhibitions, cultural festivals, art groups and other activities, normal students can showcase their artistic achievements and teaching achievements, get the accumulation and feedback of practical experience, and further improve their own education and teaching level.

3.3. The theoretical basis and methods of aesthetic education for normal art students

Aesthetics is a discipline that studies art and aesthetic experience, and it has an important theoretical foundation for the aesthetic education of art teachers and students. Aesthetic theory can help teachers understand the nature of art, the value of beauty, and the formation and expression of aesthetic experience. Normal students can learn the basic concepts and theoretical framework of aesthetics, such as the definition of beauty, aesthetic standards, the relationship between art form and content, etc., and use this as a basis for the practice of aesthetic education. The theory of art education mainly focuses on the goals, content and methods of art teaching, and provides guidance for the aesthetic education of art teachers and normal students (Al-Yahyai et al., 2021 & Shih, 2020). In the theory of art education, the views and methods related to cultivating students' artistic appreciation ability, aesthetic awareness and creativity can be applied to the teaching practice of art teachers and normal students. Normal students can learn and apply different theories of art education, such as Wiggstein's expression theory and Gorman's cognitive theory of art education, to guide their aesthetic education and teaching.

By organizing students to visit art exhibitions, students can experience different forms of works of art firsthand and cultivate their ability to appreciate various forms of artistic expression. Through artistic creation activities, students are encouraged to use their imagination and creativity, participate in the process of artistic creation in person, and cultivate their artistic expression skills and aesthetic awareness. Organize students to participate in the discussion and analysis of works of art, guide them to think about the theme, emotional expression and artistic techniques of the works, and cultivate their critical thinking and analytical skills.

4. Results and Discussion

4.1. Effect evaluation

Evaluate the works of art created by students in aesthetic education, and investigate the creativity, skills,

expressiveness, and aesthetic value of the works. Students' observation and expression skills are evaluated through the task of observing and describing works of art, and students' ability to observe and understand the details, elements, and emotional expressions of the works can be investigated. Evaluate students' aesthetic ability and level of understanding through their reflection and participation in discussions, organize group discussions, student presentations or writing, etc., so that students can express their understanding, feelings, and evaluation of works of art. Table 1 shows the evaluation results of a student's aesthetic ability:

Table 1. Aesthetic evaluation results of a student

Aesthetic Factors	Score (0-10)
Creativity	8
Technique	7
Expressiveness	9
Composition	8
Color Application	6
Detail and Precision	7
Art History and Cultural Background	8
Art Critique and Analysis	9
Art Education Theory and Methods	7

The evaluator rated the student's work, with a rating range of 0-10. According to the observation and evaluation of the evaluator, the student's work received a high score in terms of creativity (8 points), and the use of skills also performed well (7 points). In terms of expressiveness, he received a high score (9 points) and showed good artistic expression skills. Composition and art history and cultural background also received high scores (8 points), showing the understanding and application of artistic principles and background knowledge. However, the score in the use of color is low (6 points), and further improvement and exploration may be required. The details and accuracy, as well as the theory and methods of art education, received a general score (7 points). In terms of art criticism and analysis, he received a high score (9 points), showing critical thinking and analytical skills for works of art. Finally, the total score of the student's work was 71 points. Taken together, it showed a good aesthetic level and potential.

4.2. Changes in the level of aesthetic appreciation of normal art students

According to the above evaluation method, the aesthetic appreciation level of the art teacher after the improvement is scored, and the scoring results are visualized with mathematical analysis tools. The visualization results are shown in Figure 2, where I is the aesthetic score after the improvement, and II is the score before the improvement.

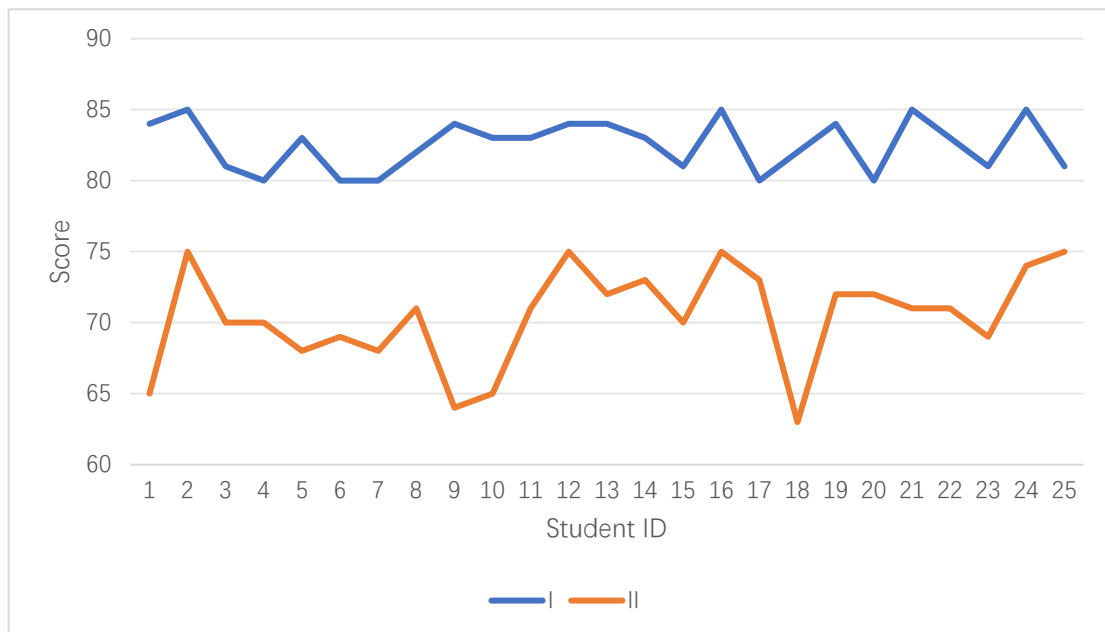


Figure 2. Comparison of students' aesthetic scores before and after the class

From the above results, it can be seen that this method can effectively improve the aesthetic level of students, and a good educational environment plays a key role in improving the aesthetic appreciation level of normal art students. Through the planning and construction of rich and diverse art and cultural resources and facilities, such as art museums, exhibition halls, creative studios, etc., it provides students with good learning and practical conditions, and creates an infiltrating artistic atmosphere. This educational environment helps to stimulate students' artistic interest, provide rich learning opportunities for works of art and cultural background, and thus promote the improvement of their aesthetic appreciation level.

5. Conclusion

A good educational environment is a key factor in improving the aesthetic appreciation level of normal art students. Through the planning and construction of rich and diverse art and cultural resources and facilities, such as art museums, exhibition halls, creative studios, etc., normal universities have created an infiltrating artistic atmosphere. This environment provides a place for students to create and appreciate, allowing them to experience the charm of art firsthand, thus stimulating their artistic interest and cultivating an in-depth understanding and appreciation of works of art. Diverse learning content and methods also have a positive impact on the level of aesthetic appreciation of art teachers and students. Teachers' colleges and universities provide comprehensive art education courses, covering the cultivation of knowledge and skills in creation, theory, history, critical analysis, etc., so that students can be exposed to a variety of art forms and styles. At the same time, using interactive, practical and experiential teaching methods, truthfully investigating, visiting, lectures, seminars, etc., normal students can participate in and experience art more deeply, and enhance their artistic appreciation and creativity.

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