

Analysis of Integrating Aesthetic Education into Short Video Course

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Abstract: With the rapid development of digital technology and new media, short videos have become a popular means of expression among young people today. However, most short video production courses often neglect the cultivation of aesthetics and art, lacking in creativity and aesthetic appreciation. Therefore, integrating aesthetic education into short video production courses to achieve the goal of cultivating marketable talents in short video production theory, practical skills, and aesthetic education in the new media environment is an inevitable requirement for the current innovative reform in short video production course teaching. Furthermore, the article proposes exploring a new approach to integrating traditional Chinese culture into professional course ideological and political education through the teaching philosophy and methods of aesthetic education. By promoting interaction between production, academia, and research through extracurricular clubs, actively exploring the integration of technical resources in marketing majors at universities with local characteristic industry resources, a new path is provided for the construction of a two-way interactive innovation model between schools and enterprises.

Keywords: New Media, Short Video Course, Teaching Way.

1. Background and Significance

With the advent of the digital media age, the popularity of the Internet and smartphones has made short videos one of the main forms of mass communication and expression. The demand for short videos among young people and the demand for production skills are increasing, which has also promoted the establishment and development of short video production and operation courses. However, existing short video production courses often only focus on technical impartation, neglecting the cultivation of students' creativity and aesthetic abilities. This has resulted in students lacking uniqueness and artistry in short video production and failing to make good use of the creativity and imagination characteristic of college students.

Aesthetic education, also known as aesthetic education or aesthetic sense education, helps students develop comprehensively by influencing individual aesthetic experiences and enhancing individual aesthetic abilities, which is of profound significance for building a socialist harmonious society. College aesthetic education is an important part of implementing the fundamental task of cultivating morality and talent and promoting the comprehensive development of students. In the "Opinions on Comprehensive Strengthening and Improving the Work of School Aesthetic Education in the New Era" issued in October 2023, the key goals of college aesthetic education courses are clearly defined in several aspects, including "strengthening the construction of aesthetic education faculty," "optimizing aesthetic education teaching resources," and "promoting interdisciplinary integrated aesthetic education."

Integrating aesthetic education into short video production courses can enhance students' artistic accomplishment and aesthetic literacy, enabling them to excel and be more creative in short video production. Furthermore, it promotes the cultivation of students' aesthetic emotions, making them pay more attention to the beauty and artistry of the images in short video production, thereby improving the quality and level of

their work. It can also stimulate students' creative potential, making them more sensitive and flexible in applying various aesthetic principles and techniques to create short videos with unique charm. Students can draw inspiration and insights from observing and analyzing various artistic works, expanding their artistic vision and aesthetic concepts. Additionally, it can promote cross-disciplinary integration, such as art, media, literature, etc., thereby enhancing students' comprehensive literacy and creative abilities.

2. Design of Teaching Pathways

When designing the teaching pathway, it is necessary first to determine the teaching objectives, including technical and aesthetic aspects of the objectives. Secondly, it is required to plan the course content, including both technical teaching and aesthetic theory and practice. Select appropriate teaching methods and means, such as project-based teaching, practical exercises, and aesthetic discussions, to promote students' comprehensive development. Personalized learning should also be considered, understanding students' backgrounds and interests, designing personalized learning paths; interdisciplinary integration, integrating short video production with other disciplines, expanding students' knowledge domains; practice-oriented, focusing on practical exercises and project practice, cultivating students' practical skills and problem-solving abilities; timely feedback and evaluation of students' work, helping them identify problems and improve their work; at the same time, realizing the transformation of the teacher's role, teachers are no longer knowledge providers in the traditional sense, but guides and mentors for student learning, promoting student autonomy and teamwork.

2.1. Introducing aesthetic theory to enhance artistic foundation

Introducing aesthetic theory in the curriculum, including color theory, composition principles, visual language, etc., so that students understand the basic aesthetics of art, thus

consciously applying these principles in practical production. At the same time, interdisciplinary integration of aesthetics with other subjects such as art history, film theory, etc., helps students to more comprehensively understand the background and significance of short video production. This lays a good aesthetic and artistic foundation for students to produce excellent works that positively influence public aesthetics in the later stage.

Analyzing classic short video works can help students understand the aesthetic principles and characteristics contained in them. Through observation and discussion, students can understand the application of aesthetic theory in practical creation, inspiring their thinking and understanding of aesthetics. Setting creative tasks that require students to apply aesthetic theories such as composition, color, rhythm, and emotional expression in short video production. Through practical operation, students can apply aesthetic theory to creative practice, enhancing their artistic foundation and creative ability.

2.2. Diversified teaching to stimulate students' creative potential

In addition to teaching methods such as heuristic teaching and brainstorming, role-playing and gamified learning activities can also be introduced to stimulate students' creative potential. Through role-playing, students can think about problems from different perspectives, which helps them broaden their minds and explore more unique ideas. Gamified learning can design the learning process in the form of a game, increasing the fun and engagement of learning, thus better stimulating students' creative thinking. In the classroom, adopt a 1:1 teaching and practical training model. Let students personally engage in short video production, allowing them to experience the application of aesthetic theory in practice, which helps to transform abstract theoretical knowledge into concrete practical skills. Through continuous practice and improvement of their work, students can gradually improve their aesthetic level and technical ability. During the practice process, teachers can provide timely feedback and guidance to help students identify and solve problems, thus better promoting their growth and development.

Furthermore, organizing collaborative projects among students allows them to work together to complete short video production tasks as a team. Through teamwork, students can learn from each other, collaborate, and solve problems together, which helps cultivate their spirit of teamwork and creativity. Also, organizing students to participate in various competitions and exhibitions gives them the opportunity to showcase their work, gain recognition and encouragement, thus inspiring them with greater enthusiasm and motivation for creation.

2.3. Observing classic works to cultivate students' appreciation ability

By observing classic works and discussing the aesthetic value of films and television works, students' perception and appreciation ability of beauty can be cultivated, and independent, critical aesthetic concepts can be formed. Drawing from classic film and television works, breaking them down into models for students to observe and learn from.

During discussions on film and television works, delve into the history and cultural background behind the works. Introduce relevant information such as the background of the work, the director's biography, and creative philosophy to

help students understand the historical background and artistic connotation of the works, expanding their artistic vision and cultural literacy. By understanding the era background, social environment, and cultural atmosphere of the production of works, students can better understand the connotation and significance of the works, cultivating their sensitivity and understanding of history and culture.

Guiding students to observe international classic film and television works expands their international perspective and cross-cultural communication abilities. By comparing films and television works from different countries or regions, students can understand artistic expression methods and aesthetic concepts in different cultural backgrounds, promoting cross-cultural understanding and communication.

After observation and discussion, organize students to reflect and summarize. Students can express their feelings and understanding of the works, and common artistic rules and aesthetic standards can be extracted from them to help students form systematic appreciation abilities.

Furthermore, encourage students to imitate and create their own short video works, and showcase and share them in the classroom. Through the display of student works, interaction and communication between students can be promoted, creative inspiration can be stimulated, and understanding and appreciation of classic works can be deepened.

2.4. Finding classroom cases from hot news and popular films

Integrating recent hot news and popular film and television resources into the teaching path of aesthetic education in short video courses is essential. By introducing current hot topics and popular film and television works into the classroom, not only can the interest and appeal of the course be increased, but students can also connect professional theories with real-life situations, enhancing their sensitivity to the internet and practical abilities.

Recent hot news often reflects the latest trends in social development and the focus of people's attention. Teachers can select hot topics related to short video production, such as new media marketing, internet cultural phenomena, etc., for discussion and analysis in conjunction with the course content. By interpreting and analyzing hot events, students are guided to think about the application and significance of short video production in the current social context, stimulating their creative inspiration and thinking ability.

At the same time, popular film and television resources are valuable teaching materials. By selecting popular short video works or TV series, guiding students to analyze their shooting techniques, narrative structures, and artistic characteristics through observation and discussion, and extracting relevant professional theories and practical experiences related to the course from them. This teaching method not only allows students to have a deeper understanding of professional knowledge but also stimulates their interest in film and television art, cultivating their perception and appreciation of aesthetics.

2.5. Incorporating traditional culture to promote cultural confidence

Introducing Chinese aesthetic culture elements in a timely manner in the classroom, selecting excellent classical Chinese works for observation and study, playing multimedia audio-visual materials, enriching classroom teaching methods, and mobilizing students' learning enthusiasm. This approach is

very helpful for improving students' artistic aesthetics and enhancing their awareness and confidence in Chinese culture. Through experimentation, this subtle integration can inspire students' love for Chinese culture imperceptibly. At the same time, it provides a good outlet for ideological and political education in the classroom. In the classroom, experiencing the Chinese cultural background upon self-growth and finding personal values from excellent Chinese traditional culture enhances students' awareness and confidence in Chinese culture.

Introducing Chinese aesthetic cultural elements into the teaching path of short video courses is an innovative and inclusive teaching method. Doing so not only allows students to integrate the essence of traditional Chinese culture into short video creation but also enhances students' identification and pride in Chinese traditional culture while promoting cultural confidence. The following are some classroom presentation forms:

2.5.1. Integrating Chinese cultural themes into student practical training and creation not only helps students deepen their understanding of traditional Chinese culture but also inspires their creative inspiration and unique expression methods. By setting creative themes related to Chinese traditional culture, students can experience the charm and profound connotations of traditional culture in the creative process. For example, concerning Chinese traditional festivals, students can showcase festival customs and folk culture through short videos, or by using creative themes inspired by ancient poetry, guiding students to express poetic sentiments through imagery, integrating the artistic conception of ancient poetry into their video works. Similarly, by using traditional Chinese opera as a creative theme, students can incorporate elements of opera into their video expressions, showcasing the charm and artistic characteristics of traditional Chinese opera through costumes, makeup, music, and more. Such practices not only aid students in learning through practice but also deepen their cognition and understanding of traditional Chinese culture, fostering their love for and sense of inheritance of traditional culture.

2.5.2. Guiding students to use cultural symbols and imagery is aimed at enabling them to better express the rich connotations and unique charm of Chinese traditional culture. In the process of creating short videos, students can ingeniously integrate symbolic symbols and imagery of Chinese traditional culture, such as dragons, phoenixes, and Chinese knots, into the video content. Through the use of these symbols, students can convey the profound heritage and unique charm of Chinese culture in imagery, making their works more visually appealing and artistic. For example, utilizing the dragon as a symbol of Chinese culture, students can creatively employ the dragon's imagery in the video to express the courage and wisdom of the Chinese people; the phoenix symbolizes auspiciousness and beauty, and can be used to depict the aspirations and pursuit of a better life in traditional Chinese culture; while the Chinese knot represents unity and happiness, students can convey visions of unity and cooperation among the Chinese people through the patterns and structures of Chinese knots. Through the use of these cultural symbols and imagery, students can demonstrate their unique understanding and creative expression of Chinese traditional culture in short videos, while also conveying their respect and love for Chinese culture.

2.5.3. Analyzing artistic techniques and styles provides students with opportunities to gain a deeper understanding of

traditional Chinese art and inspires them to explore these artistic elements in short video creation. Traditional Chinese painting and calligraphy techniques and styles have a long history and unique aesthetic characteristics, and their application in video creation can add unique artistic charm to the works.

By introducing the characteristics and classifications of traditional Chinese painting, such as meticulous brushwork, freehand brushwork, and ink painting, students can understand the characteristics and expressive methods of different painting styles. For example, ink painting emphasizes the mood of the ink and the ethereal nature of the image, while freehand brushwork pursues a balance between form and spirit, and meticulous brushwork focuses on delicate depiction and color application. By learning these painting techniques, students can try different painting styles in video creation, enriching the artistic connotation and expressive power of their works.

Furthermore, introducing the different fonts and styles of traditional Chinese calligraphy, such as seal script, clerical script, cursive script, and regular script, allows students to understand the aesthetic characteristics and forms of expression of traditional Chinese calligraphy. Seal script emphasizes dignity and mystery, clerical script pursues order and norms, cursive script seeks freedom and unrestraint, while regular script emphasizes neatness and norms. By studying these calligraphy styles, students can try different calligraphic techniques in video shooting and editing, creating visual effects imbued with the traditional artistic flavor of China.

Encouraging students to use these artistic techniques and styles in video creation not only enriches the visual presentation of the works but also demonstrates their understanding and respect for traditional Chinese art. By creating visual effects imbued with the traditional artistic flavor of China, students can endow their works with unique artistic taste and cultural connotations, while also conveying their love for and inheritance of Chinese traditional culture.

2.5.4. Emphasizing the inheritance and innovation of Chinese traditional culture in contemporary short video creation is crucial because it not only enables students to understand the value of traditional culture but also inspires them to explore new forms of expression and artistic language in their creations. Through the reinterpretation and modern expression of Chinese traditional culture, students can integrate traditional cultural elements with contemporary aesthetics, creating works with unique charm.

In short video creation, students can use innovative techniques and technologies to reinterpret and present traditional cultural elements. For example, they can interpret stories, images, or symbols from traditional culture in a modern context using modern dance, music, photography, and other methods, making them more appealing to contemporary young people's aesthetic needs and emotional expression. This combination of inheritance and innovation not only promotes the inheritance and promotion of traditional culture but also injects new vitality and contemporary relevance into it, making it more inclusive and dynamic.

Through innovative creation, students can cultivate their innovative spirit and cultural confidence. By exploring and experimenting in their creations, students can break free from traditional constraints, challenge conventional forms of expression and artistic norms, and cultivate critical and creative thinking. Moreover, through a reexamination and

understanding of traditional culture, students can enhance their sense of pride and identity in Chinese traditional culture, establish a correct cultural confidence, and continuously promote the inheritance and innovation of Chinese culture.

2.5.5. Expanding relevant cultural background knowledge. In short video classrooms, not only can elements of traditional Chinese culture be introduced, but related cultural background introductions can also be provided. By explaining the historical origins, artistic characteristics, and social significance of Chinese traditional culture, students can better understand and grasp the essence of traditional culture and its connotations.

3. Extracurricular Practice Cases

The integration of aesthetic education into short video production is not only manifested in the classroom but also requires continuous deepening after class. Through the performance in extracurricular practice, the practical effects of integrating aesthetic education into the short video production course can be accurately evaluated, and rich experiences can be drawn from it to introduce into teaching, complementing each other and promoting each other.

3.1. Short Video Club

Outside of the curriculum, a short video club has been established to combine learning with entertainment, achieving a two-way interaction between learning and interests. We hope to guide students to fully utilize short videos as a medium to showcase their talents, convey their viewpoints, and express their unique perspectives on the world.

In the short video club, students can learn various skills from creative conception to video shooting, editing, post-production, etc. We invite professional mentors and experienced video producers to guide students, share their experiences and techniques, and provide opportunities for practical operation, allowing students to personally create short video works.

In the short video club, we not only focus on technical training but also incorporate aesthetic education to enhance students' aesthetic taste and creative expression ability. Through aesthetic guidance, we hope students will pay more attention to the artistic and emotional appeal of video works. While pursuing visual effects, they can also convey deeper emotions and thoughts.

In club activities, we will organize activities such as art appreciation, photography sharing, literary interpretation, etc., guiding students to draw inspiration from different art forms and enrich their creative resources. At the same time, we encourage students to integrate aesthetic concepts into video creation, enhancing the artistic level and viewing value of video works through composition, color matching, music selection, etc. By organizing creative workshops, film discussions, competition exhibitions, etc., we encourage students to explore their life experiences and insights, transforming them into vivid and interesting video content. Also, we encourage students to pay attention to social hot topics, cultural trends, and technological innovations, expressing their views and attitudes through videos to provoke public thinking and discussion.

In addition to traditional art education, we also guide students to focus on contemporary art and popular culture, exploring new forms of expression and artistic forms. By

observing social hot topics, participating in cultural activities, and engaging with cutting-edge technology, students can better understand the spirit of the times, injecting more contemporary atmosphere and personal characteristics into their video creations.

In addition to curriculum learning, we are also committed to inspiring students' entrepreneurial spirit and innovation ability. Under this vision, we actively promote the establishment and development of campus MCN (Multi-Channel Network) student entrepreneurship projects. This project aims to provide a platform and resources for students with creativity and entrepreneurial dreams, helping them realize their entrepreneurial vision and exercise their leadership and teamwork abilities in practice.

3.2. Campus MCN Student-Teacher Co-creation Project

The core concept of the Campus MCN student entrepreneurship project is to establish a multi-channel network, bringing together students' creativity, skills, and resources to create an influential entrepreneurial ecosystem. This network covers various forms of entrepreneurial projects, including but not limited to online content creation, social media marketing, e-commerce platforms, technological innovation, etc.

To support the development of this project, we provide comprehensive support and resources. Firstly, we offer entrepreneurship training courses and guidance for students participating in the project, helping them understand various aspects of the entrepreneurial process, from conception to implementation, marketing, and operation, comprehensively improving their entrepreneurial ability. Secondly, we provide financial support, including project start-up funds and operating expenses, to help students realize their entrepreneurial dreams. In addition, we also provide them with office space, technical support, market promotion, and other resources to provide the most comprehensive support for their entrepreneurial projects.

In addition to cultivating entrepreneurial skills, we also incorporate aesthetic education into the scope of the Campus MCN student entrepreneurship project. Through aesthetic education, we aim to stimulate students' creativity, aesthetic taste, and cultural literacy, injecting more inspiration and artistic value into their entrepreneurial projects.

In the project, we encourage students to integrate aesthetic education concepts into their entrepreneurial projects, whether in product design, content creation, or marketing promotion. Through aesthetic guidance, students can better understand people's aesthetic needs and design more attractive and artistic products and services. At the same time, aesthetic education also helps cultivate students' innovative thinking and interdisciplinary abilities, helping them become more innovative and competitive on the entrepreneurial path.

We will offer aesthetic-related courses and workshops in the project, guiding students to explore knowledge in fields such as art, culture, and design, and apply them to practical entrepreneurial practices. Meanwhile, we will also invite artists, designers, and experts in the cultural field to participate in the project, providing guidance and inspiration to students, jointly exploring the combination of aesthetic education and entrepreneurship.

4. Conclusion and Recommendations

In terms of curriculum design, it is necessary to ensure that aesthetic education complements technical teaching, forming an organic curriculum framework. The teaching content should include not only theoretical knowledge but also practical opportunities, allowing students to feel the application of aesthetic theory in practice and continuously improve their aesthetic ability and technical level. At the same time, for students at different levels and with different interests, diversified curriculum content and teaching activities can be designed to meet the needs of different students, stimulating each student's learning interest and potential.

In terms of teaching methods, flexible and diverse teaching methods should be adopted, combining case analysis, group discussions, practical operations, and other teaching methods to guide students to deepen their understanding of aesthetic theory and apply it to actual short video production. Teachers can fully play a guiding and motivating role, encouraging students to learn and explore independently, cultivating their independent thinking and innovation ability. In addition, by exchanging and interacting with relevant practitioners in the industry, students can be provided with a broader vision and more practical opportunities, helping them better integrate into the industry and continuously improve their professional level.

In terms of practical activities, the school can organize diverse campus and off-campus practical activities, such as short video clubs, campus MCNs, visits to film and television production companies, participation in the production process of film and television programs, participation in relevant competitions, etc., allowing students to closely contact industry practices, feel the industry atmosphere, and deepen their understanding and recognition of the profession. At the same time, the school can also actively carry out school-enterprise cooperation projects, providing students with more internship and employment opportunities, promoting students' smooth employment after graduation, and becoming outstanding talents in the industry.

Through extracurricular practice activities, students can apply aesthetic education concepts to actual creation in real scenarios, deepen their understanding and perception of

beauty, and improve their creative level and aesthetic ability. At the same time, teachers can draw rich teaching experience from students' practical experience, continuously optimize and improve teaching content and methods, realizing a virtuous cycle of teaching complementing and promoting each other.

In summary, the integration of aesthetic education into the teaching path of short video courses requires the joint efforts of schools, teachers, and students. Through continuous exploration and practice, a scientific and effective teaching system can be established to lay a solid foundation for cultivating more professional talents with artistic accomplishment and creative thinking. At the same time, it is also necessary to keep pace with the times, continuously update teaching concepts and methods, keep up with the pace of industry development, ensure that teaching content and methods are closely integrated with industry needs, and ultimately achieve effective teaching goals.

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