

Exploring the Key Factors and Development Paths for Realizing the Marketization of Aesthetic Education

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Abstract: With the rapid development of society and increasing understanding of aesthetic education, marketization has become an important means to promote the development of aesthetic education. By exploring the key factors and development paths of marketization, this article proposes ways to rely on universities to organically integrate university and professional art resources as support and to conduct market-oriented cooperation with the government and related enterprises. These explorations will help realize the marketization of aesthetic education, further improve the quality of citizens, and build a socialist spiritual civilization.

Keywords: Marketization; Aesthetic Education; Optimization and Integration of Resources; Cooperation; Development Path.

1. Introduction

With the development of social economy, aesthetic education has gradually become an indispensable part of people's daily lives. However, owing to the special nature and resource requirements of aesthetic education, marketing has become an urgent problem to be solved. This article will discuss the key factors and development paths to realize the marketization of aesthetic education and propose the importance of organically integrating university and professional art resources as well as the necessity of market-oriented cooperation with the government and related enterprises.

In recent years, as people's understanding of art and aesthetics continues to improve, aesthetic education has become an indispensable part of social development. Aesthetic education can not only cultivate students' aesthetic consciousness and artistic accomplishment but also promote the development of people's comprehensive quality and creativity (Lu, 2024) [1]. However, owing to resource requirements and the special nature of aesthetic education, its development has faced many challenges. Therefore, it is of great theoretical and practical significance to explore how to achieve the marketization of aesthetic education, fully mobilize resources from all sectors of society, and improve the quality and effectiveness of education.

2. Aesthetic Education Policy

Since the implementation of the "double reduction" policy on September 1, 2021, the K12 subject training business has begun to decline, the student quality education "track" has begun to pick up, and parents have begun to pay attention to their children's art education. This policy aims to strengthen the art education of today's primary and secondary school students, and encourage them to make full use of school resources to improve their artistic accomplishments and aesthetic abilities. The promulgation of the "double reduction" policy can mobilize students' enthusiasm for learning art and encourage them to pay more attention to non-subject learning while studying subjects. In the framework of the new period, it is necessary to follow teens' growth

standards, listen to children's thoughts, return education to its essence, and allow creativity to flourish. On one hand, the "double reduction" policy promotes the development of art education in the 21st century. On the other hand, art education also promotes the development of physical and mental health of primary and secondary school students in the 21st century (Lukaka, 2023) [2].

As we move towards the second centenary goal, China has begun to pay increasing attention to cultivating sentimental, aesthetic, and spiritual education for primary and secondary school students. Beauty is an indispensable element of children's education. They can only be trained to become socialist successors through participation in beauty. Aesthetic education can improve aesthetic perceptions, experiences, judgments, and creativity. Whether in ancient Greece and Rome or ancient China, the function of aesthetic education has been highly valued by philosophers.

3. Aesthetic Education Currently Faces Some Difficulties

3.1. The Supply and Demand of Art Teachers in Primary and Secondary Schools are Insufficient and Do Not Meet the Requirements of the "Five Education"

Aesthetic education relies on an integrated teaching team that includes various aesthetic education professionals in music, painting, sculpture, drama, and so on (Greene, 1976) [3]. The insufficient supply and demand of art teachers in primary and secondary schools is a major problem facing the country's educational system, which poses a serious challenge to aesthetic education. Under the new educational concept of "simultaneous development of five types of education," moral education, intellectual education, physical education, aesthetic education, and labor education are equally important. However, aesthetic education is relatively weak because of the lack of professional art teachers.

Skill transfer: Art teachers usually need to have certain artistic skills and art theoretical knowledge to impart this knowledge and skill to students. If there are insufficient art teachers, students may not receive adequate art education.

Cultivation of artistic literacy: Insufficient art teachers also affect students' artistic literacy (Wang, 2022) [4]. Artistic literacy includes not only basic artistic skills but also the ability to judge and appreciate works of art, as well as awareness of the value of art (LaJevic, 2013) [5]. Without this quality, the students' overall development and personality formation are affected.

Curriculum: A shortage of art teachers may prevent schools from offering comprehensive art courses (Song et al., 2022) [6]. This not only limits students' opportunities to access and learn different art forms but also hinders the in-depth development of art education.

Value of aesthetic education: Owing to the shortage of art teachers, students, parents, and society, they may mistake the value of aesthetic education and dismiss it as secondary or unnecessary. This misses the critical role that aesthetic education plays in developing aesthetic abilities, forming harmonious personalities, and improving the quality of life.

As a result, in order to truly achieve the educational goal of "simultaneous development of five education," it is necessary to address the issue of art teacher shortages, increase investment and emphasis on art education, and provide the resources needed to attract and develop excellent art teachers.

3.2. The Quality and Comprehensive Ability of Art Teachers are Not Suitable for

In the past, art education has often focused on the cultivation of skills and the creation of works, while neglecting to cultivate students' comprehensive qualities (Freedman, 2003) [7]. This resulted in the unsatisfactory performance of some artistic talents in the actual work. The following are some possible impacts caused by the incompatibility of the quality and comprehensive capabilities of artistic talent:

The power of innovation is weakened: If it is merely copying or imitating without self-thinking and innovation, then both individual and overall artistic innovation capabilities will be weakened.

Insufficient practical ability: If too much time is spent on technical instruction, practical experience may be neglected, causing creative talent to appear stretched thin in actual work.

Low professional quality: In addition to professional skills, artistic talent also needs to possess professional qualities, such as professional ethics, teamwork skills, and communication skills. If these aspects are insufficient, they may encounter difficulties in the workplace.

Weakening the value of aesthetic education: If art education places too much emphasis on skills and neglects the perception and understanding of beauty, it weakens the intrinsic value of aesthetic education, and is detrimental to the prosperity and development of social culture.

To solve these problems, art education should implement comprehensive quality education, guide students to establish correct values, improve their humanistic qualities, focus on cultivating innovative and practical abilities and professional qualities, and strive to cultivate artistic talent with both technical and humanistic qualities. At the same time, the government needs to increase support and investment in art education and create an excellent environment for art education. At present, although some places have policies related to aesthetic education, their implementation is not effective and the construction mechanism is not perfect. There is no unified standard assessment and evaluation system, no stable funding investment, no long-term mechanism of

management model, and other issues that have restricted the development of aesthetic education.

3.3. Off-campus Art Training Institutions (Dissemination Effect) Have Insufficient Positions and are Economically Oriented

Off-campus art-training institutions play an important role in supplementing school education, promoting the art education market, and improving children's artistic literacy. However, in the current social environment, some training institutions ignore the true value of art education in pursuing economic benefits, resulting in a series of problems that affect the widespread dissemination of art training.

Oriented by economic interests: Many art training institutions put economic profits first, thereby neglecting the quality of teaching and resulting in a decline in course quality (Bennett & Wilezol, 2013) [8]. This not only damages the fairness and authority of art education but also has a serious negative impact on children.

Ignoring the cultivation of artistic literacy: Too much emphasis is placed on skill training, while neglecting the cultivation of artistic perception, appreciation, and creation, which results in children's lack of artistic literacy.

Insufficient positioning: Many training institutions have insufficient positioning in promoting educational concepts, displaying teaching results, external exchanges, etc., which reduce their social influence and limit the scope of art education dissemination (Southwell et al., 2005) [9].

Inaccurate target positioning: Art education should be open to all children, but currently some institutions rely too much on the concepts of "geniuses" or "students with special talents," which undoubtedly weakens the popularity of art education.

The key to solving these problems is that off-campus art training institutions should change their educational concepts, strengthen teachers' development, improve teaching quality, and adhere to a people-oriented approach. At the same time, government and social supervision and guidance are needed to ensure healthy development of art education.

3.4. Lack of Awareness of Aesthetic Education

The general public does not have enough understanding of the importance of aesthetic education and believes that it is a "luxury" that can only be enjoyed by children with superior conditions. This cognitive bias makes it difficult to promote aesthetics education. Aesthetic education is an important method that includes various elements such as aesthetics, art, and humanistic quality education (Spivak, 2013) [10]. In the current social environment, aesthetic education is often regarded as a "luxury product." This cognitive bias has a significant impact on the promotion and development of aesthetics education.

Uneven allocation of social resources: If the general public believes that aesthetic education is a luxury, it may not receive due attention and investment in the allocation of social resources. Consequently, there is a lack of hardware and software facilities for aesthetic education, which makes it difficult to form a large-scale and systematic education model.

Frustrating the Popularization of Aesthetic Education: The popularization of aesthetic education requires social understanding and acceptance. If the public thinks that aesthetic education is a "luxury", then the popularization of aesthetic education will be hindered. Many parents, schools, and even education administration departments focus more on traditional mathematics, physics, and chemistry teaching,

ignoring the importance of aesthetic education.

Affecting the quality of aesthetic education: The concept of aesthetic education as a "luxury" may also affect the setting and teaching level of aesthetic education courses. Aesthetic education will be squeezed out of mainstream education and become a subsidiary nonmainstream education method. Some parents even choose to skip the aesthetic education link and directly send their children to other, more "practical" courses.

Hindering children's all-round development: Aesthetic education is an important part of cultivating children's overall quality (Tian & Isa, 2024) [11]. Without aesthetic education, children's aesthetic, innovation, and emotional expression abilities may not be fully improved, thus affecting their personality development and mental health.

Therefore, we need to change our understanding of aesthetics education. Not only parents and schools, but the entire society also needs to re-understand the value and significance of aesthetic education to realize its popularization and improvement of aesthetic education.

3.5. Imperfect Supervision of Aesthetic Education Policies and Mechanisms Inside and Outside Schools

Aesthetic education is important educational content that cultivates students' aesthetic qualities and enriches their spiritual world. If aesthetic education supervision mechanisms and policies inside and outside schools are not perfect, they will have the following impact on aesthetics.

The quality of aesthetic education in schools has declined: If the management mechanism of aesthetic education in schools is not sound, it may directly lead to quality problems in art courses. For example, owing to a lack of effective management measures, problems such as an unreasonable curriculum and low teaching quality may occur.

Off-campus aesthetic education resources cannot be fully utilized: If there is a lack of off-campus aesthetic education supervision mechanisms, public art resources such as communities and museums may not be able to effectively serve aesthetic education. For example, owing to a lack of communication channels and cooperation mechanisms, schools may not be able to fully utilize these resources for teaching.

The promotion effect of aesthetic education is poor: There is no unified and specific policy to plan and support aesthetic education, whether inside or outside the school, which may make it impossible to effectively promote and popularize aesthetic education.

Difficulties in evaluating the effects of aesthetic education: The lack of effective policies and mechanisms makes it very difficult to evaluate the effects of aesthetic education, which takes away the opportunity to improve its quality of aesthetic education (Wu & Cu, 2023) [12].

Therefore, it is necessary to strengthen the supervision mechanism and policies of aesthetic education inside and outside schools while increasing the relevant financial support, strengthening the construction of teaching staff, and improving curriculum settings to improve the quality and effect of aesthetic education and truly realize the meaning and value of aesthetic education.

4. Suggestions on the Implementation Path of Aesthetic Education based on Colleges and Universities

4.1. Promote Extensive Social Participation and Integrate Social Resources

Cooperation with social and cultural institutions: Colleges and universities can actively establish cooperative relationships with cultural institutions, such as museums, art galleries, libraries, and theaters to share resources, allowing students to have more direct access to art and improve their artistic accomplishments.

Integrating academic think tank resources: Colleges and universities can hire art experts and scholars from society to serve as professors and provide in-depth academic support for aesthetic education courses. Simultaneously, they can broaden students' knowledge horizons by inviting them to attend lectures, seminars, and other activities.

Introducing social capital: Colleges and universities can seek sponsorship from social enterprises to obtain more hardware resources and support. They can also cooperate with relevant companies to organize students to intern in companies to gain practical experience.

Relevant departments of linkage agencies: Colleges and universities can proactively maintain contact with local governments, culture, and education departments to obtain policy support. Simultaneously, they can use their power to promote aesthetic education in the community and benefit more people.

Giving full play to the role of administrative resources: The implementation of aesthetic education work needs to rely on the administrative resources of colleges and universities for management and organization (Zhou & Wangthanomsak, 2023) [13]. Colleges and universities should include aesthetic education as an important part of their daily work, establish specialized aesthetic education departments, and formulate clear work plans and responsibility systems.

In general, the key elements for achieving aesthetic education include curriculum construction, teacher team construction, practical activities, and creating an environmental atmosphere. In terms of the integration of social resources, it is necessary to achieve complementary resources, an exchange of advantages, and collective strength to achieve the goal of aesthetic education and cultivate talents with comprehensive qualities.

4.2. Supported by Professional Art Resources

Aesthetic education usually needs to be implemented through careful planning and practice. In addition, for special professional art support, existing professional art resources should be fully utilized, such as professional school resources, professional academic resources, and professional art training institutions. resources etc. The specific implementation path may include the following aspects.

Education strategy: First, it is necessary to formulate a complete set of aesthetic education strategies, including curriculum settings, course content, and teaching methods, which can be established with reference to excellent aesthetic education models at home and abroad.

Art curriculum: In the education system, aesthetic education should be included in the compulsory school curriculum, especially at the basic education stage. Through systematic art curriculum education, children are exposed to

various art forms during the learning process and their artistic literacy and awareness are cultivated in practice.

Integration of professional resources: Make full use of the resources of professional schools, professional troupes, and professional art training institutions to organize regular art activities such as art exhibitions, concerts, and drama performances, which not only allows children to experience high-level artistic works but also allows them to gain inspiration and improve their artistic quality.

Community and family participation: The implementation of aesthetic education requires not only the participation of schools, but also the support of communities and families (Chappell & Cahnmann-Taylor, 2013) [14]. For example, schools or communities can organize parent-child art activities to encourage parents to participate in their children's art learning or create a good artistic atmosphere in the family so that children can contact and appreciate art in daily life.

Establishment of an evaluation mechanism: In addition to the above, it is necessary to establish an evaluation mechanism to measure the effect of aesthetic education. This includes the evaluation of students' artistic knowledge and skills, as well as the evaluation of the aesthetic education process, providing feedback to adjust educational strategies to ensure the continued and effective advancement of aesthetic education.

5. Use Art Management Methods to Achieve Market-oriented Cooperation Targets for Aesthetic Education (Schools, Enterprises, and Governments)

Management is a means, not an end: In the integration process, management is not only to achieve goals, but more importantly, to provide a framework and a method to guide us on how to work more effectively. Good management can help to use resources more efficiently, reduce costs, and improve work efficiency (McGee et al., 1993) [15].

Art support artists: Promoting market-oriented art creation means that art creators can obtain economic benefits through art and realize artists' material life needs and spiritual pursuits (Botti, 2000) [16]. This requires the establishment of a copyright protection and marketing promotion system for artistic works so that artistic creations can survive and prosper in a market environment.

To meet people's growing cultural needs: With the development of the economy and society, demand for culture and art is constantly increasing. It is necessary to provide rich and diverse artistic works and activities to meet the cultural needs of different groups of people.

Inheriting the past and innovating: Introduce modern management ideas and methods based on the essence of traditional art to create an efficient and professional art-management model.

Improve the quality of citizens: Through art education and public art activities, improve citizens' art appreciation ability and cultural quality and shape civilized social trends.

Cultural civilization, a sense of historical responsibility, and mission: As art managers, it is necessary to deeply understand and spread the value of art, shoulder the historical responsibility of inheriting and developing art culture, and strive to promote the development of cultural undertakings.

Overall, art management not only realizes the marketization of artistic creation but also promotes the

inheritance and innovation of art culture, meets people's needs for art, improves the cultural quality of citizens, and creates a good social and cultural environment.

6. Partial Compilation of Policies and Regulations for the Marketization of Aesthetic Education

To promote market-oriented development of aesthetic education, China introduced a series of relevant policies and regulations. The following are several important policies and regulations.

"National Medium and Long-term Education Reform and Development Plan (2010-2020)": The strategy recommends promoting quality education, increasing the popularization and growth of aesthetic education, and completely mobilizing all sectors of society through market-oriented means to increase aesthetic education quality.

"National Fitness Plan (2016-2020)": This plan clearly proposes to strengthen aesthetic physical education, encourage diversified and market-oriented sports art training services, and meet people's needs for aesthetic education experience.

"Opinions on Strengthening and Improving Aesthetic Education": The opinion clarified the importance of aesthetic education and proposed specific measures to strengthen market-oriented development, such as encouraging multiple subjects to participate, promoting the integration and sharing of aesthetic education resources, and promoting the integration of aesthetic education and cultural industries to promote the development of the aesthetic education marketization process.

"Cultural Industry Promotion Law": This law stipulates the development goals and policy support for the cultural industry, including support and encouragement for aesthetic education, encouraging social capital to participate in the market-oriented operation of aesthetic education, and providing relevant policy and economic support.

"Thirteenth Five-Year Plan for the Development of Cultural Industry": This plan lists aesthetic education as one of the key areas for the development of the cultural industry. It clearly proposes developing the aesthetic education industry, promoting the marketization of aesthetic education, and strengthening in-depth integration with economic development.

7. Conclusion

In summary, our government has put forward clear goals and policy support measures to promote the marketization of aesthetic education. These policies and regulations provide a policy basis and legal guarantee for aesthetic education, a strong support framework for market-oriented development, promote the sustainable development of aesthetic education, and improve the cultural quality and quality of life of society.

The implementation of aesthetic education does not lie in instilling rational aesthetic knowledge into students but in being able to understand the emotional beauty conveyed by art from an aesthetic perspective. Through a comprehensive experience of learning art, they can develop the sensitivity and activity of hearing, vision, feeling, and other senses in various aesthetic forms, thereby enhancing aesthetic awareness and discovering, perceiving, and creating beauty in learning. Art management promotes the development of art, optimizes and integrates resources, interprets policies, and

coordinates the relationships between various art institutions. It can formulate art plans that meet market demands and the purposes of aesthetic education. It helps clarify the healthy development of the art industry and promotes an important link in social and cultural improvement. Art learning and art management are interrelated and support each other, and the art management discipline provides support and guarantees the development of art careers.

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