

# Comparative Study and Reform of Aesthetic Education General Education Curriculum Design

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**Abstract:** Aesthetic education, as an important component of education, plays a vital role in cultivating students' aesthetic awareness, aesthetic abilities, and humanistic qualities. With the acceleration of globalization and modernization, the demand for well-rounded, high-quality talent has increased, and the significance of aesthetic education in higher education has become more prominent. Currently, although general education plays a crucial role in higher education reform, many universities in China still face limitations in the design, content, and teaching methods of aesthetic education courses, necessitating systematic reform and innovation. This research aims to explore how to design aesthetic education courses within the framework of general education and to propose reform paths and strategies that meet the requirements of the new era. The research objectives include analyzing the current state of aesthetic education courses in universities both domestically and internationally, constructing a curriculum framework that meets practical needs, and suggesting innovative reform paths for aesthetic education courses. By employing methods such as literature analysis, case studies, comparative studies, and empirical research, this study aims to provide theoretical support and practical solutions for the reform of aesthetic education in higher education. The results of this study contribute to the enhancement and development of aesthetic education in general education systems and offer valuable insights for aesthetic education course design both domestically and internationally.

**Keywords:** Aesthetic Education Curriculum Design, General Education, Interdisciplinary Integration, Curriculum Development, Comprehensive Quality.

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## 1. Introduction

### 1.1. Research Background

As an important part of education, aesthetic education is an important means to cultivate students' aesthetic consciousness, aesthetic ability and humanistic accomplishment. With the acceleration of the process of globalization and modernization, the demand for high-quality talents with all-round development is increasing day by day, and the importance of aesthetic education is gradually highlighted in the education system. In recent years, as an important direction of higher education reform, general education emphasizes diversification, interdisciplinary and comprehensive quality training, which provides a broad platform for the integration of aesthetic education courses. However, at present, there are still limitations in the curriculum setting, teaching content and practice mode of aesthetic education in many colleges and universities in China, which need systematic reform and innovation.

### 1.2. Research Significance

This research has important theoretical significance and practical value. At the theoretical level, through the analysis of the combination of aesthetic education and general education, the theoretical system of aesthetic education is further enriched to provide theoretical support for the reform of aesthetic education in higher education. At the practical level, through discussing the optimization and innovation of aesthetic education general education curriculum, the comprehensive quality and aesthetic ability of students are improved, and practical examples are provided for the reform of higher education curriculum system. At the same time, the research is of positive significance for promoting the transformation of school education from the single

knowledge imparts to the all-round development of morality, intelligence, physique, the United States and labor, and helps to realize the diversification and multi-dimension of education goals.

### 1.3. Research Objectives and Methods

The purpose of this study is to explore how to scientifically design the curriculum of aesthetic education in the general education system, and put forward the path and strategy of curriculum reform to meet the requirements of the new era. The main objectives of the research are as follows: Analyze the current situation and characteristics of aesthetic education general education courses in colleges and universities at home and abroad. Construct the curriculum framework of aesthetic education in line with actual needs. Put forward the innovative path of curriculum reform.

In order to achieve the above goals, the research adopts a variety of methods, such as literature analysis, case study, comparative study and empirical study. Through the review of relevant literature at home and abroad, combined with the comparative analysis of actual cases, this study puts forward the following questions about curriculum reform: What is the theoretical basis and development status of general education courses of aesthetic education at home and abroad? What are the experience, problems and advantages of aesthetic education courses at home and abroad in practice? How to effectively integrate aesthetic education into the curriculum system of general education and implement reform? What innovative paths and strategies should be adopted for aesthetic education courses?

### 1.4. Research Hypothesis

Integrating aesthetic education into the curriculum system of general education will significantly improve students' comprehensive quality, including aesthetic ability, creativity

and humanistic quality.

There are significant differences in the degree of integration of aesthetic education courses in different countries. Developed countries such as the United States, Japan and Germany are relatively mature in the practice and research of aesthetic education courses.

The effective integration of aesthetic education with other disciplines will bring more innovative and interdisciplinary teaching methods to meet the educational needs of the new era.

At present, there is a need for reform in the content design, teaching methods and discipline integration of aesthetic education courses in domestic colleges and universities, which needs to learn from international experience for optimization and innovation.

## **2. Literature Review**

### **2.1. Research at Home**

In recent years, domestic scholars began to pay attention to the important role of aesthetic education in general education, but most of the research focused on theoretical discussion, and relatively few practical research and curriculum implementation strategies. For example, some researches focus on the aesthetic function of aesthetic education curriculum, but the research depth of specific curriculum design, teaching content and teaching mode is insufficient. In addition, the integration of aesthetic education courses with other disciplines is still in its infancy, and the teaching practice of interdisciplinary integration needs to be accumulated.

### **2.2. Research Abroad**

In foreign countries, especially in Europe, America, Japan and other developed countries, the research and practice of aesthetic education courses in the general education system are relatively mature. For example, the "Arts and Humanities" curriculum in the United States and the "Aesthetic Education Comprehensive Curriculum" in Japan pay attention to students' creativity and multicultural cognition in curriculum design. Germany's general education emphasizes the combination of art education and social education, but its theoretical system and evaluation model are still improving. In contrast, foreign countries have accumulated a lot of achievements in the innovation of teaching mode, curriculum evaluation system and aesthetic education practice experience, which provides a useful reference for domestic research.

### **2.3. Research Content and Innovation**

The main contents of this study include the following aspects. First, this study analyzes the theoretical basis and development status of aesthetic education general education curriculum. Second, study the practical experience and advantages of aesthetic education courses at home and abroad. Third, construct a scientific and reasonable curriculum framework of aesthetic education. Fourth, explore the path and strategy of aesthetic education curriculum reform.

The innovation of this research is mainly reflected in the following aspects. First, combine aesthetic education and general education closely, and explore the possibility of curriculum setting and reform from both theoretical and practical levels. Secondly, based on the general curriculum of aesthetic education at home and abroad, this study constructs the model of aesthetic education curriculum combining

localization and internationalization, and puts forward the path and strategy of reform.

## **3. Theoretical Basis of Aesthetic Education and General Education**

### **3.1. Definition and Function of Aesthetic Education**

Aesthetic education is an important educational way to cultivate people's aesthetic ability, emotional cognition and sound personality through multi-dimensional aesthetic experience such as art, nature and society. Its core is to inspire students to feel, appreciate and create the ability of beauty, so as to grow in the spiritual level. Aesthetic education not only involves the field of art, but also covers natural beauty, social beauty and scientific beauty, aiming to realize the goal of educating people through the form of beauty. The functions of aesthetic education include the functions of aesthetic education, personality education, cultural inheritance and innovation stimulation. Among them, the function of aesthetic education is to train students' ability to feel, understand, appreciate and create beauty, and promote the overall improvement of aesthetic quality. The function of personality education is to promote the sublimation of students' emotions and cultivate healthy psychology and noble moral sentiment through the influence and infection of beauty. The function of cultural inheritance is to carry forward excellent traditional culture through aesthetic education courses and enhance students' cultural identity and national pride. The function of innovation stimulation is to cultivate students' innovative consciousness and creative ability through artistic practice and interdisciplinary integration.

### **3.2. Key Concepts of General Education**

#### **3.2.1. Definition of General Education**

In 1829, Professor A.S.Packard of Byrd College in the United States proposed in the North American Review that young people should be given "a classical, scientific, and as comprehensive education as possible... To enable the student to have a comprehensive and comprehensive understanding of the general state of knowledge before engaging in the study of a particular and specialized knowledge." This is the first time that General Education has been associated with university education. In academic discussions, general education is a concept with complicated definition and constantly drifting connotation. Some scholars have started from 11 levels, such as "word meaning", "philosophy", "nature theory", "idea theory and ideal theory", "escape theory", "skopos theory", "guidance theory", "curriculum theory", "teaching theory", "non-logic theory", "polysemy theory and nonconcern theory", respectively on the concept and connotation of general education at home and abroad were elaborated and analyzed, and then came to the definition of the concept of general education. General education is the basis for the implementation of quality education in ordinary colleges and universities, and it carries out non-professional education for all college students, including culture, art, science, history and other knowledge, "is a broad, non-professional, non-utilitarian basic knowledge, ability, attitude and value education, its purpose is to develop sound individuals and responsible citizens, its essence is" harmonious development. The cultivation of the exhibition".

### 3.2.2. Main Idea of Aesthetic Education General Education Curriculum

General education course, referred to as general education course, refers to the course and its process designed according to the purpose of general education and the goal of aesthetic education to be achieved. "Non-professional" or "non-professional" is the essential characteristic of aesthetic education course. The name of the name is different in foreign countries, and it is also called "university public art course". This article is called aesthetic education general education curriculum.

Among them, the cultivation of aesthetic and humanistic literacy is mainly realized by the opening of art courses, and the specific characteristics can be summarized as: comprehensiveness and diversity: emphasizing the breadth of knowledge and interdisciplinary integration, cultivating students' understanding and application ability of knowledge in multiple fields. Student-centered: Pay attention to the development needs of individual students, pay attention to their interests and potential, and help them find their own development direction in diversified learning. Whole-person education: With the goal of cultivating a "complete person", it emphasizes the all-round development of morality, intelligence, physical fitness, the United States and labor, and pays special attention to students' humanistic quality and social responsibility. Social adaptability: Improve students' comprehensive quality and ability to adapt to social changes through general courses, and establish positive interaction between personal development and social needs.

### 3.3. Combination of Aesthetic Education and General Education

The integration of aesthetic education and general education not only has resonance in its goals, but also shows unique potential in its accommodation and diversity. The necessity of integration lies in the high consistency of aesthetic education and general education in goals and ideas. Aesthetic education promotes the realization of the goal of "whole person development" in general education by cultivating students' aesthetic ability and emotional accomplishment. The general education provides a broad platform for aesthetic education and strengthens the influence of aesthetic education through multiple curriculum forms. The main path of integration is the integration of curriculum system: integrating aesthetic education courses into the general education system and building curriculum modules with aesthetic education characteristics, such as art and humanity, natural aesthetics, etc. The second is the innovation of teaching methods: introducing experiential and project-based teaching methods into general education courses to stimulate students' aesthetic interest and creativity through practical activities. And interdisciplinary collaboration: to promote the deep integration of aesthetic education and other disciplines (such as literature, history, science, technology), to achieve mutual penetration and integration of knowledge. Finally, the combination of culture and society: aesthetic education is combined with traditional cultural education and social practice activities to cultivate students' social responsibility and cultural identity.

### 3.4. Importance of Aesthetic Education in Improving Students' Comprehensive Quality

The integration path of aesthetic education and general

education is an important way to realize all-round quality education, and the role of aesthetic education in improving students' comprehensive quality is the core driving force of this integration. Through the effective combination of aesthetic education and general education, students can not only cultivate artistic aesthetics and creativity, but also improve in multiple dimensions of comprehensive quality, such as emotional cognition, social responsibility, critical thinking and cross-cultural understanding. One of the most important functions is the cultivation of aesthetic ability: Through aesthetic education courses, students can enhance their perception and appreciation of beauty, and learn to discover and create beauty in daily life. Improvement of emotional literacy: Through artistic experience and aesthetic activities, aesthetic education cultivates students' empathy, emotional expression ability and mental health level. Stimulation of innovative ability: Aesthetic education focuses on artistic creation and innovative practice, which can stimulate students' creative thinking and enhance their problem-solving ability. Enhancement of cultural literacy: Through the study of traditional culture and multi-culture, aesthetic education helps students establish a sense of cultural identity and improve their humanistic quality. Shaping of comprehensive ability: As an important part of general education, aesthetic education can promote students' all-round development in aesthetic, cognitive, practical and other aspects, laying a solid foundation for their future adaptation to social changes.

## 4. Comparison of Setting and Evaluation of General Curriculum System of Aesthetic Education Between China and Foreign Countries

### 4.1. Present Situation of Curriculum System of Domestic Aesthetic Education General Education

Table 1. Present situation of Chinese aesthetic education general education curriculum

current characteristics	content description
Single curriculum	Aesthetic education in many colleges and universities exists in the form of elective courses, with fewer core courses and lack of deep integration with other general education courses
Emphasize theory over practice	The content is mainly taught in aesthetic theory, art history and other knowledge, and there are few practical and experiential teaching activities.
Cultural inheritance is the core	Some universities combine local characteristics and integrate traditional culture and ethnic art into the curriculum content, such as opera, calligraphy, traditional Chinese painting, etc., emphasizing the inheritance and promotion of excellent traditional Chinese culture.

When analyzing the present situation of Chinese aesthetic education general education curriculum system, we can further discuss its curriculum characteristics and content. The design of these curriculum systems not only reflects the general direction of aesthetic education at present, but also

reveals the specific implementation of its curriculum setting, teaching methods and cultural inheritance. Next, we will describe the characteristics and contents of these courses in detail, and discuss their specific role in cultivating students' comprehensive quality.

The curriculum system of general education of aesthetic education in our country shows some unique characteristics in the present situation. First of all, the curriculum is relatively simple, and many universities offer aesthetic education courses as electives, with fewer core courses and a lack of deep integration with other general education courses. Secondly, the current aesthetic education curriculum focuses more on the teaching of theoretical knowledge, especially aesthetic theory and art history, and the proportion of practical and experiential teaching activities is low, which is difficult to fully mobilize the enthusiasm and creativity of students. Finally, some colleges and universities pay attention to cultural inheritance in the course content, especially integrating traditional culture and ethnic arts such as opera, calligraphy, and Chinese painting into the teaching in combination with local characteristics, emphasizing the

inheritance and promotion of excellent traditional Chinese culture. These characteristics show that the current aesthetic education curriculum needs further improvement and innovation in the setting and implementation process, in order to enhance its comprehensive education effect and students' actual sense of participation. Main problems and challenges: Low participation of students: Due to the single form of the course and the rigid evaluation method, some students have low enthusiasm for the aesthetic education course, and lack of participation and identity. Lack of teachers: The quantity and quality of professional aesthetic education teachers do not match the curriculum needs, and some teachers lack professional background related to aesthetic education. Lack of interdisciplinary integration: the connection between aesthetic education curriculum and other courses of general education is weak, and the teaching design of comprehensive and interdisciplinary is lacking. Lack of systematic evaluation mechanism: at present, the evaluation of aesthetic education courses is mainly based on examination results, which can not fully reflect the students' aesthetic ability, practical ability and emotional accomplishment.

**Table 2.** Evaluation methods of "aesthetic education" general education courses in Chinese universities

Evaluation method	Concrete content	Characteristic
Process evaluation	Course participation: assessment of class performance, attendance, discussion participation, etc.	Focus on engagement and participation in the learning process.
	Practical activities: Measuring students' performance in artistic creation, performance and other activities.	Emphasis is placed on practicality and students' ability to participate in aesthetic education activities.
	Group work: Test the ability to work in a team and communicate with others.	Focus on student collaboration and group interaction.
Outcome evaluation	Examination and assessment of works: Demonstrate students' mastery of theoretical knowledge and artistic skills through examinations and works.	Pay attention to the testing of students' learning outcomes.
	Work display and exchange: display of learning results through exhibitions, speeches and other forms, combined with comprehensive evaluation of teachers and students.	Emphasize the openness of results and the diversification of evaluation.
Comprehensive assessment	Interdisciplinary integration: Assessing students' ability to integrate aesthetic thinking with other disciplines.	Embodies the integration of aesthetic education and other disciplines.
	Aesthetic experience and values: The improvement of students' aesthetic ability and humanistic quality was assessed through questionnaire survey or interview.	Emphasize the cultivation of students' inner quality and values.
Feedback and improvement	Student feedback: Collect students' comments on course design and teaching content for course improvement.	Focus on student learning experience and satisfaction with the course.
	Teacher self-evaluation and peer review: Improve teaching methods through teaching reflection and peer review.	Emphasis on teacher self-improvement and curriculum improvement.
Innovative evaluation	Digital assessment tools: Use online learning platforms to track students' learning trajectory and engagement.	The learning process can be quantified and refined by means of technology.
	Case analysis: Through students' artistic creation cases, the paper analyzes their innovation ability and artistic expression ability of social issues.	It emphasizes the originality of students' works and their relevance to practical social problems.

Data source: Notice of the Ministry of Education on the full implementation of the school aesthetic education infiltration action

The specific content and characteristics of these evaluation methods are elaborated in related research and policy documents. For example, in the notice of the Ministry of Education on the full implementation of the school aesthetic education infiltration action, it emphasizes deepening the reform of aesthetic education evaluation, exploring diversified educational evaluation methods, carrying out value-added evaluation, process evaluation, experience evaluation, performance evaluation and application evaluation, and focusing on the overall development of students. This table summarizes the evaluation methods of

general aesthetic education courses in Chinese colleges and universities, reflecting a multidimensional evaluation system that combines process, result, synthesis, feedback and innovation, and fully supports the improvement of students' aesthetic ability and comprehensive quality.

#### 4.2. Foreign Aesthetic Education General Education Curriculum Development Experience

The QS World University Rankings 2022 (QS World

University Rankings 2022) A number of top 100 universities distributed in different countries and different types are taken as research objects to sort out the development and status quo of their curriculum objectives, curriculum Settings, teaching methods and evaluation of aesthetic education general

courses, in order to learn from the experience of world-class universities that have undergone long-term general education reform. The following form part combed the 2022 national college aesthetic education general curriculum training plan and goal.

**Table 3.** some national colleges and universities aesthetic education general courses training plan and objectives in 2022

Training mode	Nationality	University	Aesthetic education General education module name	Main training goal
Single curriculum	America	MIT(Massachusetts Institute of Technology)	Humanities, arts and Social sciences	The application of artistic expression and aesthetic technique
		Harvard University	Aesthetics and culture	Critical engagement with art and culture
		Stanford University	Aesthetics and interpretative study creative expression	Philosophical interpretation of art culture and creative art practice
		Princeton University	Literature and art	Observation and creative expression
	Singapore	University of Singapore	Culture and connection	Views on time and space and cosmology of culture
	Japan	University of Tokyo	Comparative literature and comparative art	Interdisciplinary aesthetic education

There are several reasons for choosing these universities as the case analysis objects of aesthetic education for general education: International reputation: The aesthetic education curriculum system of world-famous universities such as Massachusetts Institute of Technology, Harvard University and Stanford University has an important impact on global higher education and provides a reference for innovative practice. Cross-cultural and interdisciplinary: These schools are located in different countries (USA, Singapore, Japan) and showcase the practice of aesthetic education in different cultural contexts. For example, the United States emphasizes artistic expression and cultural criticism, while Japan emphasizes interdisciplinary integration. Innovative curriculum: The aesthetic education modules of these schools incorporate both traditional art education and innovative artistic expression and interdisciplinary design, such as Stanford University's Philosophy, Art and Culture course and the University of Singapore's Cultural Perspective course.

Global perspective: The curriculum of these schools emphasizes critical thinking, innovation, and understanding of different cultures, developing students' artistic literacy and global perspective.

There are mainly two kinds of aesthetic education curriculum training modes in foreign universities: explicit mode: represented by the United States, it pays attention to independently offering courses and is divided into different modes, such as the "core inquiry course mode" of Harvard University and the "distributed compulsory course mode" of MIT. Implicit way: With Europe as the representative, the general education is integrated into the professional curriculum, emphasizing the correlation of subject groups and vertical progression, so as to effectively promote the whole-person development of students. Although these models embody different values behind them, they all aim to promote the "whole person" cultivation in general education.

**Table 4.** Curriculum setting, form and characteristics of aesthetic education general education in some countries

country	core idea	course forms	teaching characteristics
America	The emphasis is on enhancing students' creativity and humanistic literacy through arts and culture.	A diverse curriculum covering art history, visual arts, music appreciation and more, with a focus on aesthetic experience in a multicultural context.	Discussion style, case analysis, project teaching, encourage art practice and team creation.
Japan	Emphasis is placed on "perceptual education" to cultivate students' sense of beauty and innovative consciousness.	Combining traditional and modern art, highlighting multicultural exchanges.	Small class size and experiential activities, focusing on personalized education, cultivating aesthetic quality and cultural identity.
Germany	Emphasize the combination of art and society, cultivate social responsibility and aesthetic judgment ability	Focus on the connection between art and social issues, and encourage students to express critical thinking.	Emphasis on practice, through art workshops, museum teaching and community projects

Description: These countries are selected as the objects of comparative study of aesthetic education, mainly because they have unique ideas and practice methods in the field of

aesthetic education, which can provide valuable references for the diversity and development of aesthetic education.

**Table 5.** Common evaluation methods in foreign aesthetic education courses

Mainstream academic quality evaluation methods	
Standardized test	University student evaluation project University academic evaluation project ETS ability level test
Portfolio evaluation method	Includes assignments, works, review reports and other materials
Classroom embedding	Grade students' work according to the requirements of various aspects of the course objectives

ETS Major Field Tests are a series of comprehensive undergraduate and MBA outcome assessments designed to measure key knowledge and understanding gained by students in specific subject areas, such as business, humanities, social sciences, and STEM. These tests go

beyond measuring factual knowledge to help assess students' analytical and problem-solving skills, ability to understand relationships, and ability to interpret material in their main area of study.

**Table 6.** Comparison of the evaluation of general education courses in aesthetic education between China and foreign countries

Evaluative dimension	Chinese college aesthetic education general curriculum	Foreign universities aesthetic education general courses
<b>Evaluation objectives</b>	Pay attention to aesthetic ability, artistic skills and cultural inheritance training.	Emphasis on creativity, humanistic literacy, and multicultural understanding.
<b>Evaluation method</b>	The process evaluation is the main, the examination and the work display are the auxiliary.	Practice and project integration, focusing on interdisciplinary results.
<b>Practicalness</b>	The traditional art practice is the main practice, and the experience is weak.	Rich practice forms, pay attention to social adaptability.
<b>Evaluation tool</b>	Questionnaire and examination are mainly used, and digital tools are rarely used.	The popularization of digital tools and the emphasis on multi-dimensional analysis.
<b>Student involvement</b>	The feedback mechanism is simple and the interaction is weak.	Emphasizing interaction and participation, students are encouraged to influence curriculum design.
<b>Cultural features</b>	Emphasis on traditional culture and art, the form is relatively simple.	Emphasis on the integration of multicultural and global perspectives.
<b>Interdisciplinary integration</b>	The innovation is low and the interdisciplinary combination is insufficient.	Emphasize interdisciplinary integration and enhance comprehensive literacy.

When comparing aesthetic education general courses between Chinese universities and foreign universities, the following are the main differences:

In terms of evaluation objectives, Chinese universities pay attention to cultivating students' aesthetic ability, artistic skills and cultural inheritance. For example, the University of Electronic Science and Technology of China has established an aesthetic education general curriculum system based on "Appreciation of classic human civilization" and "Introduction to Art", covering appreciation courses such as art, music, dance, drama and film, aiming to enhance students' artistic literacy and aesthetic ability. Foreign universities emphasize creativity, humanistic literacy and multicultural understanding. In the reform of general education, Harvard University integrates the curriculum of aesthetic education into the course of "aesthetics and interpretation and understanding", emphasizing that students should not only improve the aesthetic quality of artistic works, but also have the ability to feel the beauty of nature and social life.

In terms of evaluation tools, Chinese universities mainly use questionnaires and examinations, and rarely use digital tools. For example, the art education of Central South University for Nationalities is mainly carried out through the combination of offline courses and some online courses. Digital tools are popularized in foreign universities of digital chemical engineering, and multi-dimensional analysis is emphasized. In the reform of general education, Harvard University has increased the number and types of aesthetic education courses, providing more than 100 courses for students to choose, and emphasizing diversified learning methods.

From the above comparison, it can be seen that while focusing on the inheritance of traditional culture and the cultivation of artistic skills, Chinese colleges and universities still have room for improvement in the learning methods compared with foreign colleges and universities in terms of practice forms, application of digital tools, student participation, multicultural integration and interdisciplinary integration. Its application is still under development.

### 4.3. Comparison and Enlightenment of Chinese and Foreign Curriculum

In terms of curriculum setting, most of the aesthetic education courses in domestic colleges and universities are mainly taught in theory, and the course form is relatively simple. Foreign universities pay more attention to diversified curriculum, such as art practice, cultural experience and so on. In terms of teaching methods, foreign universities generally adopt experiential and project-based teaching, emphasizing students' practical participation and autonomy. In China, it mainly focuses on classroom teaching and lacks practical activities. In terms of cultural content, the domestic aesthetic education curriculum pays more attention to the inheritance of traditional culture. The foreign curriculum emphasizes the integration of multiple cultures on the basis of respecting local culture. In terms of evaluation methods, foreign universities usually adopt diversified evaluation methods, including project results, classroom performance and student feedback. Most of the colleges and universities in China are based on examinations and lack a comprehensive assessment of students' comprehensive quality.

The study has the following implications. Diversified curriculum: Domestic colleges and universities should add more practical courses to aesthetic education courses and encourage students to enhance their aesthetic ability by participating in artistic creation and experience activities. Innovation in teaching methods: Learn from foreign project-based and experiential teaching models, and enhance students' sense of participation and creativity through group cooperation and social practice. Interdisciplinary integration: Promote the combination of aesthetic education courses with courses of other disciplines, explore interdisciplinary teaching models, and enhance the comprehensiveness and attractiveness of courses. Improve the evaluation mechanism: Design a diversified curriculum evaluation system, including students' practical ability, team cooperation and emotional expression in the evaluation scope, and promote the overall development of students. Construction of teaching staff:

Strengthen the construction and training of aesthetic education teachers, improve teachers' professional quality and teaching innovation ability.

These Revelations provide us with valuable reference when designing the curriculum of aesthetic education. Through diversified curriculum, innovative teaching methods, interdisciplinary integration, perfect evaluation mechanism and high-quality teacher team construction, we can build a

curriculum system of aesthetic education that is more in line with students' overall development needs.

## 5. Aesthetic Education General Education Curriculum Construction Design

**Table 7.** Modular setting under curriculum objectives and core concepts

Curriculum objectives	Main contents
Enhance students' aesthetic ability	Through diversified curriculum design, students are trained to feel beauty, appreciate beauty and create beauty.
Promote emotion and values education	Through art appreciation and practical activities, students are helped to form a healthy emotional quality and a positive outlook on life.
Enhance cultural literacy	Carry forward the excellent traditional culture, promote students' cognition and understanding of diverse cultures, and enhance their cultural identity.
Stimulate creative thinking	Through artistic practice and interdisciplinary learning, students' innovative ability and comprehensive quality of problem-solving are cultivated.
Core idea	Main contents
Aestheticism education	Take beauty as an important carrier of education, and improve students' aesthetic quality and humanistic quality with emotional edification and artistic experience.
Comprehensive quality training	Pay attention to the comprehensive development of students' morality, intelligence, physical beauty and labor, integrate aesthetic education into the general education system, and provide broad possibilities for students' future development.
Individuation and diversity	We respect the individual development needs of students, and meet the interests and growth directions of different students through flexible and diverse curriculum design.
Curriculum design	Modular content setup
Framework and guiding principles	The course design provides the overall framework to ensure that the objectives are specific and actionable.
Structured content	Through modular design, the course content is more clear and structured, which is convenient for teaching implementation and students' understanding.
Content update and adjustment	The modular system facilitates the updating and adjustment of the course content and promotes flexibility.

**Table 8.** Course content and module setting

Course content module	Main contents
Aesthetic theory module	Aesthetic foundation, artistic principle, cultural aesthetics, etc., provide theoretical support for aesthetic accomplishment.
Art appreciation module	Appreciation of music, art, drama, film and other art forms to enhance perception.
Art practice module	Painting, calligraphy, dance, drama performance and other practical courses, so that students experience the charm of art.
Cross-cultural aesthetic education module	The comparison of Chinese and foreign cultures, the analysis of differences in aesthetic traditions, and the expansion of international vision and cultural tolerance awareness.
Module settings	Main contents
Basic module	Set up general aesthetic theory and art appreciation courses to cultivate basic aesthetic quality.
Elective Modules	A variety of art practice courses are offered and participation is selected according to interest.
Special module	In combination with the characteristics of the school, such as local culture and art, intangible cultural heritage projects, set up special courses.
Interdisciplinary module	It integrates with disciplines such as literature, history, and science and technology to form a cross-disciplinary learning experience.
Teaching method and model innovation	Main contents
Experiencing teaching	Experience the appeal of art through activities such as art creation, museum visits and drama rehearsals.
Project-based teaching	Problem-oriented project activities that foster practical skills and creativity.
Information technology assisted teaching	Use VR, AR and artificial intelligence technologies to build a digital art classroom.
Interdisciplinary collaborative teaching	Multidisciplinary teachers cooperate to broaden students' horizons.
Social practice teaching	Participate in social art activities for public benefit and combine with actual social problems.
Practice and case of interdisciplinary integration	Main contents
Practical form	Curriculum integration, theme-based learning, extracurricular activities to promote integration between disciplines.
Typical case	Germany: Art and Society course, combining sociology and artistic creation. Japan: Aesthetic education and science curriculum, combining experiment and artistic expression. China: Intangible cultural heritage projects are integrated into aesthetic education courses and creative design competitions are held.

This table summarizes the course objectives, core concepts, and key elements of modular course design. Curriculum objectives focus on the promotion of aesthetic competence, emotional and values education, cultural literacy, and creative thinking. The core philosophy emphasizes aesthetic education, all-round development of students and respect for individual needs. The modular curriculum design makes the content of the course clearer and more structured, easy to teach and adjust, while providing flexibility to ensure the achievement of the curriculum objectives and support the diverse development of students.

This table systematically shows the implementation of the content design, module setting, teaching method innovation and interdisciplinary integration practice of aesthetic education general education course.

**Table 9.** Student evaluation and feedback mechanism

<b>Evaluation method</b>	<b>Main contents</b>
<b>Multi-evaluation</b>	Combining process and result evaluation, focus on participation and artistic creation results.
<b>Self and peer evaluation</b>	Through self-reflection and peer evaluation, students are helped to recognize progress and shortcomings.
<b>Project result evaluation</b>	Assess creativity, teamwork and presentation skills.
<b>Emotion and value evaluation</b>	Through questionnaires and reflection reports, we understand changes in emotions and values.
<b>Feedback mechanism</b>	<b>Main contents</b>
<b>Regular feedback</b>	Collect feedback regularly and adjust the course content and approach.
<b>Curriculum evaluation</b>	The course effectiveness was assessed by questionnaires and reflection records.
<b>Personalized guidance</b>	Provide targeted support based on learning records and feedback.

The future research direction and suggestion: The future research direction and suggestion: The future research can explore the practice and effect of aesthetic education in different cultural backgrounds, especially the influence of aesthetic education on students in cross-cultural communication. This will help broaden students' global perspective and develop their cross-cultural understanding and identity. Application of digital technology in aesthetic education: With the progress of science and technology, studying the application of virtual reality (VR), augmented reality (AR) and artificial intelligence (AI) in aesthetic education will provide new possibilities for improving teaching effect, increasing interaction and innovation. The combination of aesthetic education and social practice: Future studies can focus on the combination of aesthetic education and social welfare activities, such as how to serve the society through art practice, and the application and influence of art education in community construction and cultural inheritance. Individualized and differentiated teaching strategies: The teaching of aesthetic education should pay more attention to the individualized development of students. Future research could explore how to design personalized teaching according to students' interests, needs and development direction, and

enhance students' sense of participation and artistic creativity. Improvement of aesthetic education curriculum evaluation and feedback mechanism: In the future, the research on aesthetic education curriculum evaluation system can be strengthened to explore how to improve curriculum quality through more diversified evaluation methods and perfect feedback mechanism, so as to ensure the realization of teaching objectives and continuous optimization of curriculum.

The study makes the following recommendations. To strengthen interdisciplinary cooperation, aesthetic education courses can integrate more with other disciplines (such as science, history, literature), cultivate students' interdisciplinary thinking and comprehensive ability, and promote knowledge integration and innovation. In today's rapid development of digital education, it is suggested to increase the application of digital platforms and virtual technology in art education, and provide diversified learning experiences combining online and offline to meet students' different learning needs. In the future, aesthetic education curriculum should be more combined with social practice, encourage students to participate in community art activities and social service projects, and cultivate their social responsibility, teamwork ability and practical operation ability. Promote international educational exchanges, promote academic exchanges of aesthetic education at home and abroad, learn from foreign advanced aesthetic education experience and concept, promote the innovation and development of local aesthetic education, broaden students' global vision, and cultivate international artistic talents. Establish a long-term feedback mechanism. The future aesthetic education course should establish a systematic feedback and evaluation mechanism for students. Through regular evaluation and reflection, the continuous improvement and innovation of course content and teaching methods should be ensured, so as to enhance students' learning effect and aesthetic education accomplishment.

The aim of this study is to explore how to design aesthetic education curriculum scientifically in the general education system, and to put forward curriculum reform paths and strategies that meet the requirements of the new era. The specific goals include analyzing the current situation and characteristics of the general education courses of aesthetic education in colleges and universities at home and abroad: by studying the current practice of aesthetic education courses, understanding the differences and commonalities in the field of aesthetic education in different countries and regions, and providing the basis for curriculum design. Construct a curriculum framework for aesthetic education in line with actual needs: On the basis of analyzing the current situation, combining modern education concepts and social development needs, design an aesthetic education curriculum system that meets the diversified needs of students and social requirements. Put forward the innovative path of curriculum reform: According to the educational needs of the new era, put forward the innovative strategy of aesthetic education curriculum reform, including the reform of curriculum content, teaching method, evaluation mechanism and so on. In order to achieve the above goals, the research adopts a variety of methods, including literature analysis, case study, comparative research and empirical research. By combing the relevant literature at home and abroad and combining with actual cases, this paper makes a comparative analysis, and

puts forward the pilot practice of innovation path to promote the reform and development of aesthetic education curriculum.

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