

Exploration on the Path of Aesthetic Education Reform and Practice in Colleges and Universities in the New Era -- From the Dual Perspectives of Demand Survey and Intangible Cultural Heritage Integration

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Abstract

As the core carrier of aesthetic education, sentiment education and spiritual education, aesthetic education is an important way for colleges and universities to implement the fundamental task of fostering virtue through education and cultivate students' innovative awareness and comprehensive literacy. Against the background of the New Era, the reform of aesthetic education in colleges and universities is confronted with practical problems such as imperfect curriculum system, single practical form and insufficient resource integration. Local undergraduate universities need to optimize the supply of aesthetic education based on students' actual needs. As an autonomous region with ethnic minorities, Guangxi can innovate the content and form of aesthetic education by relying on the cultural resources of intangible cultural heritage (ICH). Taking Guilin University of Technology as a research sample, this paper conducts a questionnaire survey on aesthetic education needs among 528 undergraduates of different grades, majors and genders (with an effective recovery rate of 96.8%). Combined with the practical exploration of integrating ICH into aesthetic education in local undergraduate universities, this paper discusses the practical path of aesthetic education reform in colleges and universities in the New Era from the dual dimensions of demand orientation and cultural empowerment, so as to provide a reference for colleges and universities to construct a diversified and systematic aesthetic education system.

Keywords

Aesthetic education; educational reform; intangible cultural heritage

1. The Realistic Context and Core Problems of Aesthetic Education Reform in Colleges and Universities

With the advancement of the New Liberal Arts education and the implementation of the concept of integrating moral, intellectual, physical, aesthetic and labor education, aesthetic education in colleges and universities has ushered in a reform trend of interdisciplinary integration and practical teaching mode. However, there are still many common problems in its development, which have become the key factors restricting the quality and efficiency of aesthetic education.

From the empirical investigation of Guilin University of Technology, although local colleges and universities have carried out aesthetic education teaching practice, from the perspective of students' needs, four core problems are still exposed:

1. Imperfect curriculum system: The survey shows that only 31.2% of students are satisfied with the number of existing aesthetic education courses, and 68.5% of students believe that the relevance between curriculum content and their majors is low. The differences in curriculum preferences and assessment needs among students of different grades and genders have not been fully valued.

2. Low activity participation: 28.9% of students have never participated in any on-campus aesthetic education activities, and 76.3% of students who have participated are dissatisfied with the forms and contents of the activities, due to single activity forms, limited quotas and unsmooth information release channels.

3. Lagging hardware facilities: Only 29.4% of practice venues are open to all students, and 62.8% of students believe that the lack of teaching equipment affects the development of practical teaching.

4. Inefficient publicity mechanism: Only 18.5% of students will take the initiative to follow the university's official aesthetic education platforms, and 81.2% of students report obvious delays in obtaining aesthetic education information, as shown in Table 1 and Figure 1.

Table 1. Summary of Core Problems in Aesthetic Education Reform

Worksheet 1: Curriculum System Dimension

Feedback Situation	Percentage of Students (%)
Satisfied with the number of courses	31.2
Dissatisfied with the number of courses / integration	68.5

Worksheet 2: Activity Participation Dimension

Feedback Situation	Percentage of Students (%)
Never participated in aesthetic education activities	28.9
Participated but dissatisfied with the activities	76.3

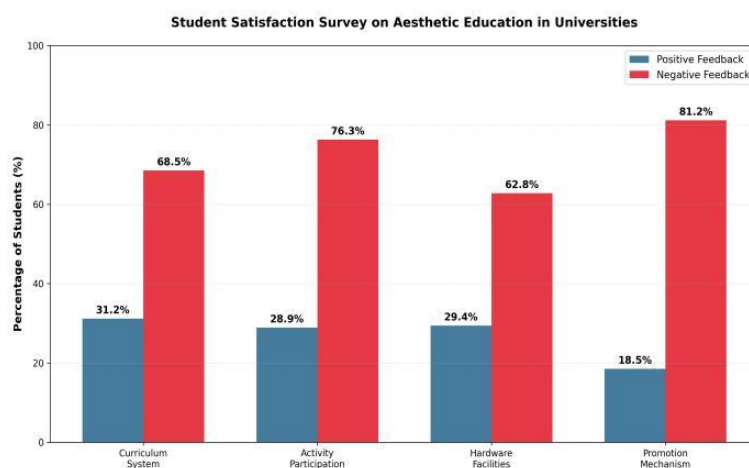
Worksheet 3: Hardware Facilities Dimension

Feedback Situation	Percentage of Students (%)
Practice venues fully open to all students	29.4

Insufficient equipment affecting teaching	62.8
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Worksheet 4: Promotion Mechanism Dimension

Feedback Situation	Percentage of Students (%)
Proactively follow the official aesthetic education platform	18.5
Experience delays in obtaining aesthetic education information	81.2

**Figure 1.** Student Satisfaction Survey on Aesthetic Education in Universities

From the perspective of aesthetic education practice, as an important part of China's excellent traditional culture, ICH is a high-quality cultural resource for aesthetic education in colleges and universities. However, the integration of ICH into aesthetic education is still in its initial stage and faces many practical dilemmas: insufficient value cognition, shortage of professional teachers, superficial integration, lack of targeted resources, and insufficient interdisciplinary innovation. In addition, the reform of aesthetic education in colleges and universities still has the problem that the practicality and experiential nature of aesthetic education have not been fully demonstrated, resulting in the failure to give full play to the educational value of aesthetic education.

2. The Dual Logic of Aesthetic Education Reform in Colleges and Universities: Demand Orientation and Cultural Empowerment

The core of aesthetic education reform in colleges and universities is to return to the essence of education. It is necessary to optimize the supply of aesthetic education based on students' actual needs to realize the precise and personalized development of aesthetic education, and also to empower aesthetic education innovation by relying on China's excellent traditional culture, explore the cultural connotation of aesthetic education, and realize the cultural inheritance and value-leading function of aesthetic education. The two are complementary and indispensable.

2.1. Demand Orientation: The Basic Logic of Aesthetic Education Reform in Colleges and Universities

Student-oriented demand is the starting point and goal of aesthetic education reform in colleges and universities. The curriculum design, activity development and resource allocation of aesthetic education should all be carried out around students' actual needs.

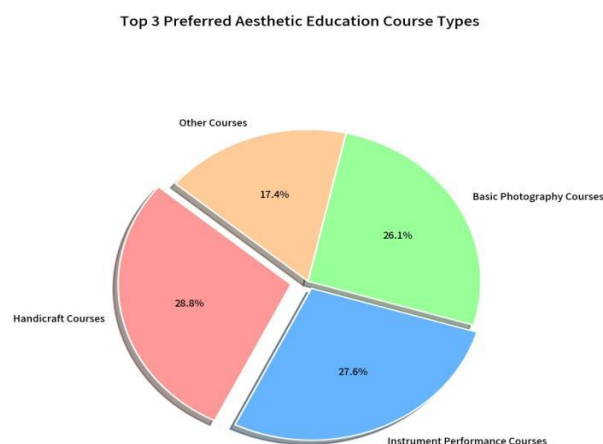
According to the survey data of 528 undergraduates in Guilin University of Technology, students have clear diversified needs for aesthetic education:

Curriculum level: 58.7% of students hope to offer “appreciation + practice” courses. Among them, handicraft courses (62.3%), instrumental performance courses (59.8%) and basic photography courses (56.5%) are the top three preferred course types. 72.1% of junior students prefer individual assignments for assessment, and 81.5% of senior students pay more attention to the assessment of practical application ability. There are significant personalized differences in curriculum preferences between male and female students (76.8% of female students prefer traditional art and handicraft experience courses; 79.2% of male students prefer digital art and art competition courses), as shown in Table 2 and Figure 2.

Table 2. Students' Aesthetic Education Curriculum Needs

Category	Details	Percentage
Course Type Preference	Appreciation + Practice Courses	58.7%
	Handicraft Courses	62.3%
	Instrument Performance Courses	59.8%
	Basic Photography Courses	56.5%
Assessment Method Preference	Lower-grade students prefer individual assignment assessment	72.1%
	Upper-grade students focus on practical application ability assessment	81.5%
Gender-based Course Preference Differences	Female students prefer traditional art and hands-on experience courses	76.8%
	Male students prefer digital art and art competition courses	79.2%

Figure 2. Top3 Preferred Aesthetic Education Course Types



Activity level: 82.3% of students are more willing to participate in practical aesthetic education activities such as art practice, art performances and club activities. Among them, 78.5% of female students prefer experiential activities, and 83.7% of male students have a higher willingness to participate in art skill competitions.

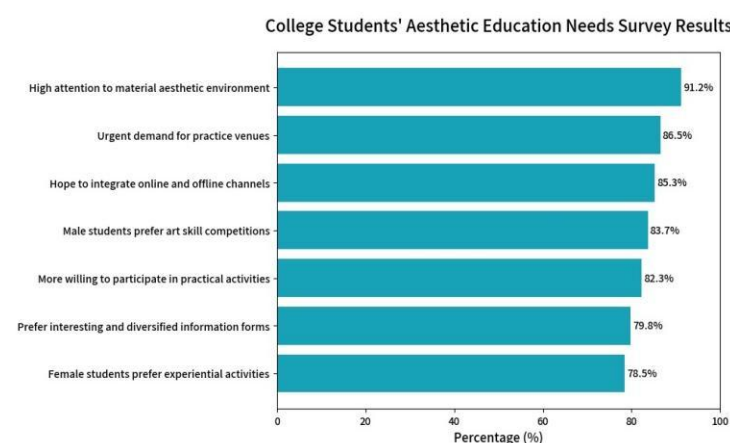
Environment and facilities level : 91.2% of students pay high attention to the material aesthetic education environment, and 86.5% of students express an urgent demand for practice venues such as dance studios, art studios and music rooms.

Publicity level: 79.8% of students prefer to obtain aesthetic education information through interesting and diversified forms, and 85.3% of students hope to integrate online and offline publicity channels to improve the timeliness and effectiveness of information transmission, as shown in Table 3 and Figure 3.

Table 3. Students' Aesthetic Education Activity, Environment and Pub licity Needs

Survey Dimension	Specific Content	Data Result
Activity Level	More willing to participate in practical aesthetic education activities such as art practice, exhibitions, and club activities	82.3%
	Female students prefer experiential activities	78.5%
	Male students have a higher willingness to participate in art skill competitions	83.7%
Environment & Facilities	High attention to the material aspects of the aesthetic education environment	91.2%
	Urgent demand for practice venues such as dance studios, art studios, and music rooms	86.5%
Promotion Level	Prefer to obtain aesthetic education information through interesting and diversified forms	79.8%
	Hope to integrate online and offline promotion channels	85.3%

Figure 3. College Students' Aesthetic Education Needs Survey Results



Promoting aesthetic education reform based on students' needs can effectively improve students' participation and satisfaction in aesthetic education, enable aesthetic education to truly enter students' lives, and avoid formalism. By accurately grasping students' curriculum needs, activity needs and resource needs, colleges and universities can optimize the allocation of aesthetic education resources,

construct an aesthetic education system that fits students' needs, make aesthetic education an educational activity that students consciously participate in and take the initiative to explore, and truly realize educating people with beauty and shaping people with beauty.

2.2. Cultural Empowerment: The Upgrading Logic of Aesthetic Education Reform in Colleges and Universities

Integrating ICH into aesthetic education in colleges and universities is an important direction of aesthetic education reform in the New Era, as well as an important path to realize cultural inheritance and aesthetic education innovation. Its core is to empower the development of aesthetic education with the cultural connotation of ICH, and make aesthetic education an important carrier for inheriting China's excellent traditional culture and enhancing students' cultural confidence.

ICH and aesthetic education in colleges and universities are highly consistent in aesthetics, practicality and ecology. The exquisite skills, cultural concepts and value pursuits contained in ICH can enrich the content and form of aesthetic education and inject cultural soul into aesthetic education. Aesthetic education in colleges and universities provides an important platform for the inheritance and dissemination of ICH, enabling ICH to achieve living inheritance among young students and cultivate a group of successors for ICH inheritance and aesthetic education communication.

For ordinary local colleges and universities, the integration of ICH into aesthetic education is of special significance: Guangxi has 52 national-level ICH projects and 186 autonomous-region-level projects, such as Zhuang Brocade Craft, Jing Single-stringed Instrument Art, and Yao Embroidery. Integrating local ICH into aesthetic education can not only break the disciplinary boundaries between liberal arts, science, engineering, agriculture and art, innovate aesthetic education teaching forms, but also greatly contribute to the inheritance, development and living protection of local ethnic minority ICH, realizing the two-way empowerment of education and cultural inheritance.

3. Exploration on the Practical Path of Aesthetic Education Reform in Colleges and Universities in the New Era

Combined with the aesthetic education practice experience of local undergraduate universities, the reform of aesthetic education in colleges and universities should take demand orientation as the foundation and cultural empowerment as the core, and make efforts from five aspects: curriculum system, practice platform, resource construction, publicity mechanism and cultural integration, so as to build a diversified, systematic and practical aesthetic education system and improve the quality, efficiency and educational value of aesthetic education.

3.1. Based on Students' Needs, Construct a Diversified and Hierarchical

Aesthetic Education Curriculum System

Colleges and universities should break the traditional single curriculum design model and build an aesthetic education curriculum system that fits students' needs and takes into account individualization and hierarchy.

1. Enrich curriculum types: Increase the proportion of “appreciation + practice” courses, and offer characteristic courses such as handicraft, photography, music and ICH skills according to students' preferences, so as to realize the organic integration of aesthetic history, art appreciation and practical experience.

2. Implement hierarchical and personalized teaching: Design differentiated assessment methods according to the assessment needs of different grades, focus on basic appreciation and individual assignments for junior students, and strengthen practical application and innovative ability assessment for senior students, taking into account the curriculum preferences of male and female students and offering targeted characteristic courses.

3. Promote deep integration of aesthetic education and professional courses: Integrate aesthetic education elements into professional teaching combined with the training objectives of different majors, so as to realize “promoting learning with beauty and assisting majors with beauty” and avoid the disconnection between aesthetic education and professional development.

4. Innovate curriculum assessment methods: Construct a diversified evaluation system, introduce assessment forms such as “examination instead of exhibition”, “project defense” and “research report”, build online assessment platforms such as cloud art galleries and online art museums, and strengthen the assessment of students' practical ability and innovative thinking.

3.2. Strengthen Practice Orientation, Build a Multi-dimensional and Experiential Aesthetic Education Practice Platform

Practice is the core feature of aesthetic education. Colleges and universities should build a diversified aesthetic education practice platform to enable students to feel and create beauty in practice.

1. Enrich on-campus aesthetic education activities: Carry out practical aesthetic education activities such as art practice, art performances, skill competitions and club activities around students' needs, lower the threshold for participation, improve the grade and major coverage of on-campus aesthetic education activities, and design differentiated activity contents according to students' individual differences to meet the participation needs of different students.

2. Expand off-campus aesthetic education practice space: Make full use of surrounding art galleries, museums, ICH workshops and other resources, set up off-campus aesthetic education practice bases, carry out ICH research, field investigations, social services and other activities, so that students can walk out of campus and feel the charm of aesthetic education in real cultural scenarios.

3. Carry out themed ICH aesthetic education activities: Relying on ICH resources, carry out activities such as experience of Jing traditional costumes, learning experience of single-stringed instrument, food culture experience, etc., so that students can feel the connotation of ICH in hands-on practice and improve their practical ability and cultural identity.

3.3. Make Up for Resource Shortcomings, Improve the Construction of Aesthetic Education Hardware Facilities and Teachers

Resource supply is an important guarantee for aesthetic education reform. Colleges and universities should make efforts to make up for the shortcomings of aesthetic education resources from both hardware facilities and teachers.

1. Improve hardware facilities construction: Increase investment in aesthetic education funds, add specialized teaching venues such as dance studios, music rooms, art studios, pottery studios and ICH experience rooms, improve the allocation of teaching equipment to meet the needs of practical teaching; at the same time, build a digital aesthetic education resource platform, integrate online digital resources, build cloud aesthetic education venues and online course libraries, break the constraints of time and space, and realize the sharing of aesthetic education resources.

2. Strengthen teacher team construction: Strengthen the training of full-time aesthetic education teachers, organize training on ICH knowledge and practical teaching ability every year; form a diversified part-time teacher team, invite ICH inheritors, artists, designers to campus to carry out special teaching and practical guidance, and enrich the strength of ICH aesthetic education teachers. At the same time, include aesthetic education training into the regular training system for teachers, improve the aesthetic education awareness and ability of all teachers, and promote the implementation of “all-staff aesthetic education” .

3.4. Innovate Publicity Mechanism, Construct a Comprehensive and Efficient Aesthetic Education Information Transmission System

Colleges and universities should break the limitations of traditional publicity models and build a multi-channel, full-coverage and interesting aesthetic education publicity and information transmission system.

1. Optimize official publicity platforms: Improve the content quality and interest of WeChat official accounts, campus official websites and other platforms, realize direct information through college groups and class groups, and improve platform attention and information transmission efficiency.

2. Enrich publicity forms: Combine the aesthetic characteristics of contemporary college students, use creative carriers such as short videos, interesting animations and posters to carry out aesthetic education publicity, and create a strong aesthetic education atmosphere on campus.

3. Establish an information feedback mechanism: Set up feedback windows on official platforms, timely collect students' aesthetic education needs and opinions, and realize dynamic adjustment and optimization of aesthetic education work.

4. Open up information communication channels: Establish an aesthetic education information sharing and linkage mechanism among various departments and colleges in the university, realize the university-wide sharing of aesthetic education information, and avoid the problem of gradual attenuation of information transmission.

3.5. Promote Cultural Integration, Realize Deep Integration of ICH and Aesthetic Education and Interdisciplinary Innovation

Colleges and universities should fully explore the aesthetic education value of China's excellent traditional culture, take ICH as the core carrier, promote the deep integration of ICH and aesthetic education, and realize the cultural empowerment of aesthetic education.

1. Explore the aesthetic education connotation of ICH: Integrate the historical culture, production technology and aesthetic characteristics of ICH into aesthetic education courses, develop targeted characteristic textbooks for ICH aesthetic education, so that students can feel the charm of ICH in learning and enhance cultural confidence.

2. Innovate ICH aesthetic education teaching form: Break the one-way knowledge transmission mode, adopt the teaching mode of "classic nourishment + skill training + interdisciplinary innovation", increase the proportion of practical operation links, combine theoretical learning with practical experience, so that students can understand the connotation of ICH in hands-on practice.

3. Promote interdisciplinary collaborative innovation: Give full play to the collaborative advantages of multiple disciplines such as liberal arts, science, engineering, agriculture and art, set up interdisciplinary innovation projects of ICH aesthetic education, encourage students of different disciplines to carry out innovative practice around ICH aesthetic education, such as combining ICH elements with modern design, artificial intelligence, 3D printing, etc., to realize the innovative inheritance of ICH and interdisciplinary development of aesthetic education.

4. Build an ICH aesthetic education brand: Colleges and universities in ethnic minority areas can play a demonstration and leading role, build an integrated ICH aesthetic education system for undergraduates, postgraduates and doctoral students, and promote cooperation between universities and communities, cultural institutions and enterprises, carry out activities such as ICH entering campuses and rural revitalization aesthetic education services, so as to realize university-local collaboration and social radiation of ICH aesthetic education.

4. Conclusion

The reform of aesthetic education in colleges and universities in the New Era is a systematic project. It is necessary to base on students' actual needs to realize the precise and personalized supply of aesthetic education and return aesthetic education to the essence of education; it is also necessary to rely on China's excellent traditional culture, empower aesthetic education innovation with ICH as the carrier, explore the cultural connotation of aesthetic education, and realize the cultural inheritance and value leadership of aesthetic education.

The reform of aesthetic education in colleges and universities should break the limitations of traditional models, build a dual development model of "demand orientation + cultural empowerment", and make concerted efforts from curriculum system, practice platform, resource construction, publicity mechanism and cultural integration, strengthen the practicality, experiential nature and cultural nature of aesthetic education, and promote the deep integration of aesthetic education with students' growth, professional development and cultural inheritance.

Only in this way can aesthetic education in colleges and universities truly get out of the dilemma of formalism, give full play to the educational value of educating people with beauty, shaping people with beauty and cultivating people with beauty, cultivate new-era young people with profound aesthetic literacy, strong cultural confidence and comprehensive innovative ability, and inject inexhaustible impetus into the construction of a cultural power and the high-quality development of education.

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