

Innovations

Construction of Campus Culture in Universities from the Perspective of Aesthetic Education

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Abstract :

Aesthetic education, based on the principle of aesthetic supremacy, plays an important role in promoting personal growth and helping to shape personal values, attitudes and behaviors. It plays an important role in promoting the construction of a positive, healthy and harmonious university campus culture. This article adopts the literature research method, aimed to explore the construction of university campus culture from the perspective of aesthetic education, and analyze the challenges existing in the current construction of university campus culture, so as to provide feasible strategies and measures to promote the construction of campus culture from the Perspective of Aesthetic Education.

Keywords: *campus culture ; aesthetic education ; universities ; construction ; strategies and measures*

Introduction

In the 21st century, with the rapid development of science and technology, people are paying more attention to the construction of university campus culture, and are committed to creating a good educational environment for contemporary college students. Fan (2019) pointed out that "campus culture is a kind of 'education field' of the school" because it can stimulate the whole school's teachers and students' sense of identity with the school's goals and norms, as well as the sense of mission and belonging as a member of the school, and form a strong centripetal force. Cohesion and group awareness can also play a subtle educational role for students.

Dong (2017) pointed out that "a campus without a distinctive cultural and artistic environment is like a campus without life." In various ways of campus cultural construction, aesthetic education has a unique aspect, which can cover all aspects of campus life. Further, Yun (2022) pointed out that "aesthetic education plays an important role in improving students' quality education and comprehensive ability. Its form and potential driving force coincide with the construction of campus culture, and the two have similarities.

Through aesthetic education, the educated can be purified and sublimated in spirit; improve aesthetic ability and ability to recognize beauty, as well as the ability to distinguish "truth, goodness and beauty", so as to improve themselves."

Campus culture can have a significant impact on personal growth and learning, emotional belonging, cultural value identification and overall well-being. A beautiful and mature campus culture can foster a harmonious, inclusive and orderly campus environment, encouraging personal growth, academic achievements and willingness to communicate. On the contrary, the negative campus culture will lead to isolation, discrimination and lack of communication among all departments.

The concept of aesthetic education is based on the belief that participation in art and aesthetic experience can have a transformative impact on individuals and the whole society. Aesthetic education includes the study of art, as well as the integration of art practice and experience into the educational and cultural environment, in order to gain the experience of the beauty of life and achieve the beauty of life.

The purpose of this paper is to discuss the construction of campus culture from the perspective of aesthetic education, and analyze the problems existing in the current construction of campus culture, so as to provide feasible strategies and measures to promote the construction of beautiful campus culture.

Method

Through the method of literature review, this paper points out the problems existing in the construction of university campus culture, and carries out relevant research on the promotion role of aesthetic education in the construction of campus culture. It is concluded that aesthetic education plays a huge role in promoting the formation of a positive and healthy campus culture. According to the existing problems in the construction of campus culture, this paper puts forward feasible solutions, tries to promote the construction of campus culture with aesthetic education as a breakthrough, and constructs a campus culture education system with aesthetic education and cultural education.

Results and Discussion

The construction of campus culture in colleges and universities is a complex and continuous process, involving a wide range of stakeholders, including faculty, students and managers.

Challenges in Construction in Campus Culture

Lack of Connotation

At present, the campus culture construction in colleges and universities is superficial and formal. Jiang(2021) pointed out that "many application-oriented colleges and universities lack their own characteristics, concepts and aesthetic tastes in the construction of campus culture. At the same time, they lack sufficient information and connotation in the construction of campus culture, and there is a phenomenon of dislocation in the construction of campus culture and talent cultivation mode."

The goal and value guidance of colleges and universities in the construction of campus culture only stays in the marking and guiding propaganda of the school motto. There is no agreement on what should be or what values and behaviors should be encouraged. This may be a great challenge to form a common culture that is internalized in the heart and externalized in the action.

Chen(2018) pointed out that "people tend to understand the functions of campus culture from the perspective of utilitarianism and pragmatism, ignoring the aesthetic education functions such as the pursuit of human integrity, freedom and transcendence in campus culture." In such campus culture, people tend to be unwilling to think, unwilling to explore, and unable to balance the freedom of expression and behavior responsibility.

However, once there is confusion of ideas, unclear values and lack of understanding of concepts in the construction of campus culture, many problems often occur in the campus, such as depression, suicide, decadence, problems in teachers' ethics, corruption in management. It is difficult to form a clear and cohesive culture.

Lack of Innovation

Li (2018) pointed out that "the embodiment of campus culture is not a single plant. The content of many school cultural construction is very similar. Celebrity portraits, famous aphorisms, sculptures, cultural stones and other subjects that annotate campus cultural construction impose some classical connotations, without considering whether there is a related inheritance and extension relationship between architecture and the school's educational concept". It is only regarded as the "face project" of the school, which naturally fails to achieve the goal of educating people.

Li (2018) further pointed out that "building campus culture is to pursue the history and

culture of school. It is not just based on some buildings and sculptures, nor can it be mechanically copied and divorced from reality, focusing only on the appearance and not on the content."

Zha (2022) pointed out that "campus cultural activities deviate from the actual needs of young students and the needs of all-round growth and development, cannot be liked, understood and cherished by young students, cannot truly make excellent culture a natural code of conduct for young students, and cannot truly make the virtues advocated in excellent culture become popular in colleges and universities."

In such a campus environment for a long time, it will restrict personal freedom and creativity, and stifle some new ideas. The university campus is the palace of knowledge and the cradle of collision of thought sparks. Universities need to strike a balance between promoting tradition and innovation in order to adapt to the changing environment, and provide students and faculty with feedback and opportunities to promote innovative changes in campus culture.

Lack of Communication

The construction of university campus culture often has specific departments in charge of and implementing policies, and has absolute voice over other departments. Other colleges and departments copy and carry out tasks, and do not communicate with each other. Such single-handedly educational activities often have unsatisfactory educational effects.

Yun (2022) pointed out that "the construction of campus culture in colleges and universities lacks the awareness of full participation, and the enthusiasm of the majority of teachers and students and other school staff to participate needs to be improved; the uncoordinated and inaction phenomenon of" hanging high "and" sweeping the snow in front of the door "of all units and departments is still widespread."

Kumar and Bhatia (2020) mentioned in their book that the traditional functional silo structure would hinder effective communication and collaboration within the organization, resulting in inefficiency, redundancy and lack of innovation. They suggested that organizations should move away from functional silos and adopt more collaborative and integrated structures. It is difficult to reach an agreement between teachers and students or between managers and administrative departments for effective communication. These are not conducive to the positive and healthy construction of campus culture, which leads to the lack of face-to-face interaction and communication between people.

Lack of Resources

Jiang (2021) pointed out that "in order to give full play to the discipline advantages, some application-oriented colleges and universities, especially those with science and engineering majors, tend to allocate more funds and advantageous resources to the construction of science and engineering disciplines, and humanistic education is not paid enough attention to."

In the construction of campus culture in colleges and universities, the lack of resources is a major challenge to the construction of campus culture, and some universities choose to focus resources on discipline construction and the investment of scientific research funds to expand their influence and school ranking. Under the condition of relatively limited funds of the university itself, it will not invest too much money in the construction of campus culture. The university is restricted by funds in organizing cultural festivals, art exhibitions, concerts, lectures, student clubs and other activities, and its contents and methods are outdated and unattractive, which leads to insufficient student participation and recognition.

To sum up, building a vibrant, positive and healthy campus culture needs to mobilize the active participation of all departments, including managers, teachers and students, and aesthetic education provides a valuable framework for achieving this goal, which covers aesthetic, emotional, moral, innovation, vitality and other educational guidance.

Strengthening Construction of Campus Culture Construction

Build the Spiritual and Cultural Connotation

of Aesthetic Supremacy

In modern management, some scholars have put forward that "the essential attribute of culture is non-mandatory influence." So to build a strong campus culture and spirit, one must firmly grasp the initiative of value guidance in the ideological field. The connotation of campus culture and spirit, as a non-mandatory influence, is always playing its role in educating people. Its significance is far beyond the positive and healthy educational environment and learning atmosphere it can create, but it is reflected in the value judgment, personality shaping, thinking innovation, mental outlook, external quality and other aspects of the whole school's teachers and students.

Aesthetic education is an important part of achieving this goal. Stolovich, a famous esthetician in the former Soviet Union, mentioned that "human aesthetic education can be achieved through various ways, but it cannot be denied that art is the basic means to exert influence on individual purposes clearly, because it is in art that people's aesthetic relationship with the world is condensed and materialized."

Also, Zhao (2018) pointed out: "The campus environment with strong cultural characteristics should have a perfect aesthetic system. The aesthetic system should be based on the standard of beauty, and use beauty to influence people, so that people can constantly improve themselves at a deeper level, so that they have a higher sentiment."

Aesthetic education can include various forms, such as music festivals, art exhibitions, visual art presentation, drama and dance performances. Integrating these art forms with the construction of campus culture and spirit has imperceptibly promoted individual appreciation of

different cultures, as well as understanding and acceptance of diversity, and has become a powerful tool to overcome the old problems of campus culture construction, such as the mere formality.

Build University Art Museum Aesthetic Education Mode

Huang (2022) pointed out that: "College art museums have many advantages that other types of art museums can't match. College art museums rely on schools and have rich academic resources and talent reserves. Therefore, in the process of development, college art museums should not only assume the functions of collection and display, but also perform their functions of public education, education and teaching, and become an important place for scientific research, teaching and aesthetic education popularization in colleges and universities. Become an important platform for art communication and cultural exchange in modern society.

"The university art museum can realize the interactive function of art exhibition resources and education, and can also play the diplomatic function of the university art museum, break the functional silo management mode of the traditional campus, form a strong connection between various departments of the university, form a broad international academic vision through external communication, and improve the influence and popularity of the university in the society. It helps foster common goals and consistent values.

Build Aesthetic Education Planner Mode

Liu (2014) pointed out that "how to integrate and arrange various resources in the art circle is also one of the work tasks of the curators themselves. The work of the curators is to combine various resources in the art circle." Liu (2014) further added: "The curator is active in thinking. On the premise of the artist's work, he is active in thinking about the relationship between the artist's work and the exhibition, and between the works of different artists. This makes the theme and concept to be stated in the exhibition more intuitive and clear to the audience, and at the same time increases the" amount of information "to be conveyed by the exhibition.

In a limited space, he expresses the" boundless "view and theme attitude." By selecting experienced and expert university aesthetic education curators as the first responsible person, we are committed to creating an open and inclusive environment for all, promoting the generation of campus art and the expression of different voices, and taking the creation of a strong and cohesive campus culture as the primary goal of this model. Yu (2017) pointed out that "a good curator needs not only profound academic skills, but also strong executive and decisive power, good organization, coordination and communication skills."

The curator encourages different cultural perspectives and expressions, and cultivates a more inclusive and diverse campus culture by mobilizing the aesthetic education resources of the whole school, and through various forms of social cultural activities.

Build School-based Art Resource Model

Building a strong campus culture usually requires resources such as time, money and leadership support. If there are not enough resources, the implementation of campus cultural change may be a piece of empty talk. To build a development strategy that takes the development of school-based art resources as the priority, promote the integration of resources and self-sufficiency, and provide a cost-effective way to promote the development of rich and vibrant campus culture, thus helping to solve the problem of insufficient resources.

Cui (2019) pointed out that: "Supplementing the content of aesthetic education in the way of school-based curriculum will greatly improve the extensibility of the art curriculum, make better use of the local material resources, innovate the teaching form of art, and fully present the charm of the traditional culture and art resources of various regions, so that students can learn more about the material resources of their hometown, recognize the traditional culture of their hometown, and enhance the emotion of loving their hometown while learning art, improve aesthetic ability." Even with limited resources, aesthetic education can become a valuable tool for universities to build a rich and vibrant campus culture.

Conclusions

Constructing campus culture from the perspective of aesthetic education has become an issue in educational research. Aesthetic education can effectively promote the construction of campus culture by improving students' aesthetic ability, creativity, cultural identity and moral and cultural quality. This study summarizes the challenges faced by the construction of university campus culture, and provides a theoretical and practical framework for the implementation of aesthetic education in universities. This study also emphasizes the need for further communication and cooperation between various departments of the university, so as to promote the integration of aesthetic education into the construction of campus culture and create a more dynamic and inclusive campus culture.

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