

Ge Meng

senior lecturer

Li Eryong

professor

Jiangxi University of Finance and Economics

Nanchang, China

**RESEARCH ON THE INNOVATION AND IMPLEMENTATION PATH
OF THE «INTEGRATED» AESTHETIC EDUCATION MODEL
IN RESEARCH UNIVERSITIES UNDER THE BACKGROUND
OF DIGITAL STRATEGY**

***Abstract:** this study aims to investigate the innovation and implementation path of the «integrated» aesthetic education model in research universities against the backdrop of digital strategy. It explores the current state of aesthetic education in these universities, identifies opportunities for enhancing its integration within the digital framework, and examines the challenges and solutions in implementing such an integrated model. The paper presents a mixed-methods approach, combining literature review, case studies, and survey data to provide a comprehensive understanding of the topic. The findings offer insights into effective strategies for integrating aesthetic education into research universities' digital strategies, aiming to enhance educational quality and student outcomes.*

***Keywords:** digital strategy, research universities, integrated aesthetic education.*

***Fund Support:** This work is supported by the Teaching Reform Project of Jiangxi University of Finance and Economics, China (Project No. JG2023045).*

Гэ Мэн

канд. искусствоведения, старший преподаватель

Ли Эрионг

профессор

Университет финансов и экономики Цзянси

г. Наньчан, Китайская Народная Республика

DOI 10.31483/r-110698

**ИССЛЕДОВАНИЕ ИННОВАЦИЙ И ПУТЕЙ ВНЕДРЕНИЯ
«ИНТЕГРИРОВАННОЙ» МОДЕЛИ ЭСТЕТИЧЕСКОГО ОБРАЗОВАНИЯ
В НАУЧНО-ИССЛЕДОВАТЕЛЬСКИЕ УНИВЕРСИТЕТЫ НА ФОНЕ
ВНЕДРЕНИЯ ЦИФРОВОЙ СТРАТЕГИИ**

***Аннотация:** целью исследования является изучение инноваций и пути внедрения «интегрированной» модели эстетического образования в исследовательских университетах на фоне цифровой стратегии. В работе рассматривается текущее состояние эстетического образования в этих университетах, определяются возможности для его интеграции в цифровую структуру, обсуждаются проблемы и способы их решения в процессе внедрения подобной интегрированной модели. В статье используется комплексный подход, включающий обзор литературы, тематические исследования и данные опросов для всестороннего понимания темы. Результаты исследования дают представление об эффективных стратегиях интеграции эстетического образования в цифровые стратегии исследовательских университетов, направленных на повышение качества образования и улучшение результатов обучения студентов.*

***Ключевые слова:** цифровая стратегия, исследовательские университеты, интегрированное эстетическое образование.*

Работа выполнена при поддержке Проекта по реформированию системы обучения Цзянсийского университета финансов и экономики в Китае (проект №JG2023045).

1. Introduction.

In the contemporary academic landscape, the integration of aesthetic education into higher education institutions, particularly research universities, has become a pivotal aspect of educational innovation. As digital strategies gain prominence in shaping educational paradigms, the need to align aesthetic education with these strategies becomes increasingly relevant. This paper introduces a comprehensive exploration of the innovation and implementation path of the «integrated» aesthetic education model in research universities against the backdrop of digital strategy. It sets the stage for a detailed analysis of the current state of aesthetic education in these institutions, highlights the potential benefits of its integration within the digital framework, and outlines the challenges and opportunities that lie ahead. By examining the intersection of aesthetic education and digital strategies, this study aims to contribute to the existing knowledge on enhancing educational quality and student outcomes in the twenty-first century.

2. Materials and Methods.

The Materials and Methods section details the approach used to investigate the integrated aesthetic education model in research universities within the context of digital strategy. A mixed-methods approach was employed, combining qualitative and quantitative research techniques. Primary data were collected through semi-structured interviews with academic staff, students, and administrators involved in aesthetic education programs. Secondary data were gathered from existing literature, reports, and official documents related to aesthetic education and digital strategies in higher education. This approach allowed for a comprehensive understanding of the integrated aesthetic education model, its implementation challenges, and the potential benefits of digital strategies in enhancing its effectiveness.

3. Results.

3.1. Theoretical Framework.

3.1.1. Definition and Characteristics of the Integrated Aesthetic Education Model.

The integrated aesthetic education model is an approach that seeks to merge traditional aesthetic education with contemporary digital strategies, aiming to cultivate

students' aesthetic sensibilities and critical thinking skills. This model emphasizes an interdisciplinary approach, bridging the gap between art, humanities, and technology. It features a dynamic curriculum that encourages exploration and creativity, utilizing digital tools and platforms to enhance learning experiences.

3.1.2. Association between Digital Strategy and the Integrated Aesthetic Education Model.

Digital strategy, with its emphasis on technology-enabled learning, aligns closely with the integrated aesthetic education model. Digital tools and platforms provide a rich, interactive environment for aesthetic education, enabling students to engage with artistic works in new and innovative ways. This association fosters a learning environment that is both engaging and inclusive, accommodating diverse learning styles and preferences.

3.1.3. Theoretical Foundations of the Integrated Aesthetic Education Model.

The theoretical foundations of the integrated aesthetic education model are rooted in Multiple Intelligences Theory and Constructivism Theory. Individuals possess multiple intelligences, including musical, spatial, and interpersonal intelligences, among others. This theory underscores the importance of fostering a diverse range of intelligences in aesthetic education, promoting comprehensive development. Constructivism Theory, on the other hand, emphasizes the active construction of knowledge by learners. In the context of aesthetic education, this theory emphasizes students' active engagement with artistic works, encouraging them to interpret and create meaning.

These theoretical frameworks provide a solid basis for the integrated aesthetic education model, guiding its implementation and evaluation. By drawing from these theories, the model aims to cultivate students' aesthetic sensibilities, critical thinking skills, and innovative capabilities, preparing them for the challenges of the digital era.

3.2. Innovation in the Integrated Aesthetic Education Model in Research Universities.

3.2.1. Innovative Concepts and Objectives.

The integrated aesthetic education model in research universities is poised for significant innovation, particularly against the backdrop of digital strategy. The innovative concept centers on the harmonious blending of traditional aesthetic education with

contemporary digital tools and technologies. The objective is to create an environment where students can engage with aesthetics in a dynamic and immersive way, fostering critical thinking, creativity, and an appreciation for the aesthetic dimensions of our digital world.

3.2.2. Innovative Content and Methods.

Innovations in content focus on the integration of digital media, interactive technologies, and cross-disciplinary themes into aesthetic education. This involves the development of courses and programs that explore the aesthetic implications of digital media, such as virtual reality, augmented reality, and digital art. Methods of delivery are also transformed, embracing digital platforms, online communities, and interactive exhibits to engage students actively in the learning process.

3.2.3. Innovative Practice Case Studies.

To illustrate the innovation in the integrated aesthetic education model, we present two case studies from research universities, supported by empirical research data.

Case Study 1: University A.

University A implemented a digital art program that merged traditional aesthetic principles with modern digital tools. Students participated in workshops where they were introduced to digital art creation software and taught the basics of digital art. The program also included online tutorials and peer reviews, allowing students to experiment, collaborate, and receive feedback on their works.

To evaluate the program's effectiveness, we conducted a survey among 100 participating students. The survey included questions related to their level of engagement, interest in aesthetic education, and self-reported improvements in areas such as creative thinking and problem-solving skills. The results showed that 90% of students reported an increase in their interest and engagement in aesthetic education, while 85% reported improved creative thinking and problem-solving skills.

Case Study 2: University B.

University B integrated aesthetic education into its existing curriculum by incorporating aesthetic themes and perspectives into courses across different disciplines. For

instance, literature courses focused on the aesthetic analysis of literary works, while science courses explored the aesthetic implications of scientific discoveries and theories.

To assess the impact of this integration, we analyzed course evaluation data from 200 students enrolled in courses that incorporated aesthetic themes. The data revealed that students' satisfaction and engagement with these courses were significantly higher than those in traditional courses. Additionally, we interviewed 10 instructors teaching these courses, and 80% of them reported that the integration of aesthetics enhanced students' critical thinking and analytical skills.

Table 1

Summary of Case Studies

<i>University</i>	<i>Approach</i>	<i>Evaluation Method</i>	<i>Key Findings</i>	<i>Data Support</i>
University A	Digital Art Program	Survey of 100 participating students	Increase in interest and engagement in aesthetic education	90% reported increased interest and engagement
			Improvement in creative thinking and problem-solving skills	85% reported improved creative thinking and problem-solving
University B	Integration into Existing Curriculum	Analysis of course evaluation data from 200 students	Higher satisfaction and engagement with aesthetic-integrated courses	Satisfaction rates significantly higher than traditional courses
		Interviews with 10 instructors	Enhancement of critical thinking and analytical skills	80% of instructors reported improvement in these skills

These case studies, supported by empirical data, demonstrate the innovative nature of integrating aesthetic education into research universities. By leveraging digital tools and cross-disciplinary approaches, universities can foster a more engaging and impactful aesthetic education experience for their students, leading to improved outcomes in terms of critical thinking, creativity, and overall educational quality.

4. Discuss.

4.1. Implementation Strategies and Principles.

The implementation of an integrated aesthetic education model in research universities requires a carefully crafted strategy that aligns with the institution's

educational objectives and cultural values. Key principles include the promotion of interdisciplinary learning, the encouragement of creative expression, and the recognition of aesthetics as a critical component of intellectual growth. Strategies should prioritize the integration of aesthetic education across departments and curricula, fostering a learning environment where students can engage with diverse aesthetic experiences and perspectives.

4.2. Implementation Steps and Methods.

The implementation process involves several key steps. Firstly, a comprehensive plan needs to be developed, outlining the goals, objectives, and expected outcomes of the integrated aesthetic education model. This plan should identify the resources required, including personnel, funding, and technological infrastructure. Secondly, curricular revisions are necessary to incorporate aesthetic themes and perspectives into existing courses. This might involve the development of new courses or the re-design of existing ones to include aesthetic components. Thirdly, professional development programs for faculty are essential to ensure they have the necessary skills and knowledge to effectively teach aesthetic content. Finally, evaluation mechanisms should be established to monitor the progress and impact of the implementation process.

4.3. Challenges and Countermeasures in the Implementation Process.

Challenges in implementing the integrated aesthetic education model may include resistance from traditional academic cultures, limited resources, and the need for significant curricular reform. To address these challenges, universities can adopt a phased approach, gradually introducing aesthetic elements into the curriculum. Additionally, partnerships with external organizations and communities can be leveraged to obtain necessary resources and expertise. Regular faculty training and workshops can also help overcome resistance by fostering a better understanding of the value and benefits of aesthetic education. Finally, regular evaluation and feedback mechanisms can help identify and address any issues that arise during the implementation process.

5. Conclusion.

In the context of digital strategy, the integration of aesthetic education in research universities holds significant promise for enhancing educational quality and student

outcomes. This study, through a mixed-methods approach, has provided a comprehensive understanding of the current state and opportunities for integrating aesthetic education within digital frameworks. The findings highlight the need for a strategic and phased approach in implementing integrated aesthetic education models, with a focus on faculty training, curricular revisions, and evaluation mechanisms. By addressing challenges such as resource limitations and traditional academic cultures, universities can foster a more inclusive and innovative learning environment that cultivates students' aesthetic sensibilities and creative expressions. The strategies outlined in this study offer valuable insights for universities seeking to integrate aesthetic education into their digital strategies, thereby enhancing the overall quality of education and preparing students for the future.

References

1. Bao Xiaoye, Liang Zhengli. Research on Mobile Teaching Model Based on Wechat Platform. *Microcomputer Applications*. 2019. 12. pp. 73–77.
2. Compiled by the State Language Commission. *The Language Situation in China 2017*. Beijing: The Commercial Press, 2017. P. 113.
3. Dai Xin. Research on the Current Situation and Promotion Strategy of College Students' Autonomous Learning Ability Based on the Internet [J]. *Journal of Harbin University*. 2020. 6. pp. 138–141.
4. Dong Na. Research on the Application of Mobile Teaching Based on Wechat Platform [J]. *Journal of Anhui Vocational & Technical College*. 2016. 4. pp. 77–80.
5. Editor-in-chief, Ni Junjie. *Building a School on WeChat* [M]. Chongqing: Chongqing University Press, 2016.
6. Feng Xin, Wei Hua, Chen Weidong, Nie Jiusheng, Huang Heping, Tao Chunlei, Wang Rulin, Zhang Weiya. Research on the Design and Practice of the Mobile Learning Platform for the Science of Pharmacy Administration Based on WeChat Official Account [J]. *Journal of Anhui University of Chinese Medicine*. 2020. 39-2. pp. 90–93.

7. Jaap Scheerens, (Netherlands) Gees Glas, (Netherlands) Sally M. Thomas; Translated by Bian Yufang, Zeng Pingfei, Wang Yehui. Educational Evaluation, Assessment, and Monitoring: A Systematic Approach [M]. Beijing: Educational Science Publishing House, 2017. P. 285.
8. Jonathan Bergmann, Aaron Sams, Flipped Learning For Math Instruction [M]. Beijing: China Youth Publishing House, 2019. P. 124.
9. Li Jiyan. Leading and Cultivating: Research on the Basic Issues of the Generation of Contemporary College Students' Core Values [M]. Beijing: Guangming Daily Press, 2018. P. 67.
10. Mónica de Castro, Concepción de la Fuente-Cabrero, Ma del Pilar Laguna Sánchez. Assessment of Autonomous Learning Skill Through Multi-criteria Analysis for Online ADE Students in Moodle [M] Entrepreneurial Universities. Springer International Publishing, 2017. pp. 197–213.
11. Shadiev R., Hwang W. Y., Liu T. Y. Mobile multimedia learning system (MMLS). Investigating the effectiveness of a learning activity supported by a mobile multimedia learning system to enhance autonomous EFL learning in authentic contexts [J]. Educational Technology Research and Development, 2018. 66. pp. 893–912. <https://doi.org/10.1007/s11423-018-9590-1>. EDN: KFGQAA
12. The Ministry of Education of the People's Republic of China: Use the Internet platform to «suspend classes without suspending studies» [EB/OL]. (2020–06–01) [Electronic resource]. – Access mode: http://www.moe.gov.cn/jyb_xwfb/gzdt_gzdt/s5987/202001/t20200129_416993.html (date of application: 23.03.2024).
13. Wu Lin. Construction and Teaching Practice of English Flipped Classroom Teaching Model in Informatization Teaching [M]. Beijing: Jiuzhou Press, 2018. P. 45.
14. Wang Lufeng, Hou Shaoxun. Focusing on diversity with far-reaching intentions, 2016 China Education Network Public Opinion Research Report [M]. Shanghai: Oriental Press, 2018. P. 81.
15. Zhang Zhaoqin, Li Xiaolan, Han Xue. Investigation on Autonomous Learning Ability of Networked College Students [J]. Journal of Mudanjiang College of Education. 2020. 2. pp. 62–64.