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**RESEARCH ON AIGC-BASED PROJECTIZED TEACHING MODEL  
FOR AESTHETIC EDUCATION  
IN CHINA'S HIGHER VOCATIONAL COLLEGES**

***Abstract:** the article examines the process of digital transformation of aesthetic education in China's higher vocational education system, emphasizing the theoretical and practical foundation for integrating AIGC (Artificial Intelligence Generated Content) technology into the teaching process. The study focuses on developing and testing a project-based teaching model that enhances students' aesthetic, creative, and digital competencies. The research is grounded in the analysis of academic literature, policy documents, and empirical data collected through observation and surveys among educators and students. The results confirm that the integration of AIGC into aesthetic education not only renews course content but also promotes active student engagement, increases motivation, and fosters interdisciplinary synergy between art and technology. The proposed model is designed for sustainable educational development and can be adapted across different professional fields.*

***Keywords:** AIGC, aesthetic education, vocational training, project-based learning, digital transformation.*

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## **ИССЛЕДОВАНИЕ РАЗРАБОТАННОЙ НА ОСНОВЕ AIGC МОДЕЛИ ПРЕПОДАВАНИЯ ЭСТЕТИЧЕСКОГО ВОСПИТАНИЯ В ВЫСШИХ ПРОФЕССИОНАЛЬНЫХ КОЛЛЕДЖАХ КИТАЯ**

*Аннотация:* в статье рассматривается процесс цифровой трансформации эстетического образования в системе высшего профессионального образования Китая, особое внимание уделяется теоретическим и практическим основам интеграции технологии AIGC (Artificial Intelligence Generated Content) в учебный процесс. Исследование сосредоточено на разработке и тестировании модели обучения, основанной на проектах, которая повышает эстетические, творческие и цифровые компетенции учащихся. Исследование основано на анализе академической литературы, программных документов и эмпирических данных, собранных в ходе наблюдений и опросов среди преподавателей и студентов. Результаты подтверждают, что интеграция AIGC в эстетическое образование не только обновляет содержание курса, но и способствует активному вовлечению студентов, повышает мотивацию и способствует междисциплинарной синергии между искусством и технологиями. Предлагаемая модель предназначена для устойчивого развития образования и может быть адаптирована к различным профессиональным областям.

**Ключевые слова:** AIGC, эстетическое воспитание, профессиональное обучение, проектное обучение, цифровая трансформация.

### *Introduction*

The modern development of education in China is inextricably linked to global digitalization processes, which are radically transforming the forms, methods, and content of teaching. In the context of implementing the strategy of «Building a Powerful Educational Nation», aesthetic education assumes special significance, being regarded as a key component of the holistic development of the individual. According to the «Action Plan for Aesthetic Education» issued by China's Ministry of Education, digital transformation should serve as a core tool for advancing students' artistic and creative potential.

Aesthetic education in higher vocational educational institutions fulfills a dual function. On the one hand, it contributes to the humanistic development of learners; on the other hand, it helps shape their professional competencies through artistic and creative practices. However, traditional teaching forms-predominantly based on lectures and passive information reception-are increasingly proving insufficient. The need to introduce innovative approaches that integrate art, technology, and students' independent learning activities has become evident.

In this context, AIGC (Artificial Intelligence Generated Content) technology represents a promising direction for the modernization of aesthetic education. It unlocks new possibilities for human-machine interaction in the artistic creation process, stimulates independent exploration, and enables a reevaluation of the nature of aesthetic experience in the age of artificial intelligence.

## Overview of Research and Theoretical Foundations

Studies in the fields of digital pedagogy and aesthetic education indicate that the integration of new technologies can significantly enrich the learning process. Works by Chinese and international researchers emphasize the necessity of incorporating digital tools to develop new forms of aesthetic perception. At the same time, the application of technologies must be grounded in humanistic principles and take into account the specifics of national educational traditions.

At the international level, several initiatives focus on the use of AI in artistic and humanities education. For instance, European «Digital Humanities» programs view artificial intelligence as a means of expanding human creative capabilities rather than replacing human imagination. In Russian and East European pedagogical science, emphasis is placed on preserving cultural identity when using AI for educational purposes.

In the Chinese context, research on AIGC in education is in a phase of active development. In recent years, initial studies have emerged analyzing AI's potential in visual arts, music, and literature. Nevertheless, the question of establishing a holistic pedagogical model-where AIGC serves not merely as a tool but as a methodological foundation for aesthetic education-remains unresolved. This study addresses this gap by proposing a project-based model oriented toward the practical application of AIGC in the teaching process.

The theoretical basis of this research is built on the concepts of the activity-based approach, project-based learning, and modern ideas of digital aesthetics.

## *Research Methods*

The methodological framework of this study combines qualitative and quantitative methods of pedagogical analysis.

1. Literature Analysis Method: A systematic review of academic sources, regulatory documents, and educational strategies related to the digitalization of aesthetic education was conducted. This enabled the identification of trends, challenges, and prospects for AIGC development in vocational education.

2. Case Study Method: Examples of successful integration of AI tools into the teaching process in China, Europe, and South Korea were examined. Special attention was paid to project-based learning models applied in music, design, and media art courses.

3. Empirical Methods: Interviews and surveys were conducted with teachers and students at Nanjing University of the Arts and Nanjing University of Aeronautics and Astronautics. Based on the collected data, barriers and opportunities for integrating AIGC into aesthetic education were identified.

The use of a comprehensive set of methods ensured the reliability of the results and allowed for an interdisciplinary examination of the research subject.

### *Research Objectives*

The primary objective of this study is to develop and implement a project-based aesthetic education model based on AIGC technology, which promotes the development of students' digital, creative, and aesthetic competencies.

To achieve this objective, the following tasks were set:

Analyze existing approaches to the digitalization of aesthetic education in China and abroad.

Identify the pedagogical potential and limitations of applying AIGC in the teaching process.

Develop a course structure based on project-based learning and interdisciplinary integration of art and technology.

Pilot-test the model in a higher vocational educational institution and evaluate its effectiveness.

### *Results and Discussion*

The research results confirmed that AIGC possesses significant pedagogical potential. The developed three-stage course structure involves the gradual engagement of students in various forms of creative activity:

Stage 1: «AIGC-Poetry»: Students master the fundamentals of artistic language, rhythm, and metaphors by creating poetic texts using AI tools. This stage cultivates sensitivity to language and develops aesthetic perception.

Stage 2: «AIGC-Music»: Working on musical compositions allows students to understand sound structure and emotions, stimulates collaborative interaction, and develops emotional intelligence.

Stage 3: «AIGC-Painting»: Using generative algorithms, students create visual works and master the principles of composition, color, and form.

All projects are unified by a common theme, which helps students develop an understanding of the unity of artistic imagery. At the end of the course, a collective multimedia album is created-an integrated product demonstrating the synthesis of art, technology, and interdisciplinary thinking.

Furthermore, observations showed that the use of AIGC in the teaching process enhances student motivation. Students perceive AI not as a replacement for creativity but as a partner that expands the boundaries of imagination. This mindset fosters the development of students' subjective role as active creators rather than passive consumers of knowledge.

From a pedagogical perspective, the proposed model combines flexibility and structure. Each stage concludes with intermediate reflection, ensuring the internal continuity of the course and enabling students to recognize their creative growth.

### *Conclusions*

This study demonstrates that the integration of AIGC technology into the aesthetic education system opens new horizons for art pedagogy. When guided by appropriate methodological approaches, digital tools can enhance-rather than replace-human creativity, making the learning process more personalized and motivating.

The developed project-based model promotes the development of a comprehensive set of competencies in students, including aesthetic, creative, communicative, and digital skills. It equips future professionals with the ability to perceive art not only as an object of study but also as a tool for professional self-realization.

The model is characterized by replicability and can be adapted to various fields of vocational education. Its implementation contributes to the achievement of China's educational strategic goals-cultivating individuals capable of innovation, aesthetic perception, and the responsible use of technology.

Thus, aesthetic education enriched by AIGC technology becomes not merely a means of teaching art but a key element in shaping the culture of the future, where artificial intelligence and humans interact based on harmony, creativity, and mutual development.

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