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The Dilemma and Path Reconstruction of School Aesthetics in Xianyang City and County, China

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Abstract

This study addresses the issues restricting students' all-round development in aesthetic education at schools in Xianyang County, such as cognitive biases, uneven resource allocation, and insufficient home-school cooperation. Aiming to analyze the practical dilemmas in aesthetic education, it proposes path reconstruction strategies for implementing the "three-party parenting" system (involving schools, families, and society). The research employs a questionnaire survey (340 valid responses collected) and semi-structured interviews (with 50 teachers, 225 students, and parents), combined with policy text analysis, to systematically sort out problems and countermeasures. Results reveal core issues including the marginalization of school aesthetic education, teachers' insufficient interdisciplinary competencies, weak family support, and unequal resource distribution. The study concludes that comprehensive policy designs are needed across multiple dimensions: strengthening teacher professional training, deepening home-school collaboration mechanisms, integrating local cultural resources, and reforming evaluation mechanisms. These measures aim to break through current bottlenecks and enable aesthetic education to play its due role in cultivating students' comprehensive qualities.

Keywords: Compulsory education; Aesthetic education; China Xianyang

Introduction

Aesthetic education is critical for fostering creativity and cultural identity, yet its implementation in Xianyang's compulsory education system remains fragmented. This study addresses gaps in teacher preparedness, resource equity, and family engagement, asking: How can Xianyang's schools overcome systemic barriers to deliver effective aesthetic education?

Results

1. Teacher Misconceptions: 78% of teachers viewed aesthetics as limited to art/music classes.
2. Resource Inequality: Rural schools lacked basic art supplies (e.g., 60% reported no musical instruments).
3. Family Engagement: Only 15% of parents participated in school art activities.
4. Policy Gaps: Local policies emphasized curriculum reform but lacked enforcement mechanisms.

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Discussion

The findings underscore the need to dismantle exam-oriented biases and integrate aesthetics into cross-disciplinary teaching. Dewey's experiential learning and Confucian moral-aesthetic ideals provide frameworks for reform.

Limitations

Sample bias toward urban schools and reliance on self-reported data may affect generalizability.

Overview of Aesthetic Education

Conceptual Traceability and Ideological Kernel

Aesthetic education takes art and aesthetics as a carrier, aiming to cultivate individual perception and creativity and shape a sound personality. [1] John Dewey, the founder of Western theory, put forward “education is life”, emphasizing that aesthetic education should break down disciplinary barriers and connect individual experience and social democracy through artistic practice (e.g., “Art is Experience”). His theory advocates the integration of art with morality and life, and focuses on the shaping of civic literacy through creative expression. [2] In the Eastern tradition, Confucius pioneered the Confucian concept of aesthetic education, advocating “joy without lust, sorrow without sorrow” (The Analects), advocating the reconciliation of emotion and morality through “music education”, and promoting the development of a well-rounded personality through the concept of “a gentleman is not a weapon” (The Analects). It advocates the reconciliation of emotion and morality through “music education” and promotes the development of overall personality through the concept of “a gentleman does not have a weapon”, and regards artistic cultivation as an important way to perfect virtue.

Core Functions and Mechanisms

Aesthetic education has the dual functions of aesthetic enlightenment and humanistic indoctrination: firstly, to enhance aesthetic judgment through visual, auditory and other sensory training; secondly, to convey values and promote mental health (such as relieving stress and channeling emotions) through art works; thirdly, to stimulate creative thinking and encourage out-of-the-box artistic expression; and fourthly, to build bridges of cross-cultural dialogues and strengthen social cohesion. Dewey believed that aesthetic education should cultivate critical thinking through “learning by doing”, while Confucius emphasized “perfection and perfection” and used art as a tool for moral internalization.

Contemporary Value and Practical Direction

Currently, aesthetic education has been incorporated into the core of comprehensive quality education, and its value is emphasized in three aspects:

1. Individual development: balancing cognitive and emotional education, and enhancing self-confidence and collaboration through artistic practice;
2. cultural inheritance: activate cultural identity through local arts, such as calligraphy and opera in the classroom;
3. Social Adaptation: Cultivate creativity to cope with technological changes, and strengthen a sense of responsibility through community arts programs.

Dewey's theory of "continuity of experience" and Confucius' idea of "quality of writing" jointly reveal that contemporary aesthetic education needs to integrate traditional wisdom and modern methods to build an integrated model of "aesthetics-ethics-practice". The integration of aesthetic-ethical-practical" model of education.

The Promotion of Aesthetic Education Policy

The teaching of aesthetic education should be based on teaching, practicing and exhibiting, and the contents to be taught include basic art knowledge and art skills. American education is a "whetstone" that does not sharpen the role of carving the human form, heart, spirit, and soul. [3] According to the State Council's Opinions on Accelerating Cultural Development and Reform [4] and the Ministry of Education's Opinions on Promoting Aesthetic Education and other policies, schools around the world are required to incorporate the reform and development of aesthetic education in schools into their local development plans, and to take substantial action in the construction of teachers and teachers, and in the construction of venues and equipment. [5] Xianyang City has formulated a series of relevant policies on aesthetic education to clarify the status and role of aesthetic education in school education. At the same time, in conjunction with local culture, Xianyang City actively carries out aesthetic education activities with local characteristics, such as dance, art and music, in order to promote students' sense of identity and pride in their local culture. Circular of the People's Government of Xianyang City on Further Strengthening and Improving the Work of Aesthetic Education, April 15, 2016: the circular emphasizes the importance of aesthetic education in school education, and encourages schools to strengthen the teaching of art, music, and other art curricula to ensure students' all-round development in aesthetic education. Implementation Program of Aesthetic Education in Compulsory Education Stage Schools in Xianyang City and Implementation Program of Art Education Reform in Primary and Secondary Schools in Xianyang City, November 19, 2021: both documents and programs are related to specific measures, implementation steps, and assessment standards for aesthetic education, and propose a series of measures targeting the reform of art education, including curriculum, teacher training, and opportunities for students to participate in art activities, in order to promote the schools' Effective implementation of aesthetic education. Guiding Opinions of the Xianyang Municipal Bureau of Culture, Radio, Television and Tourism on the Promotion of Local Culture and Art Education, December 3, 2021: Although primarily aimed at culture and art, the relevant opinions also address how to integrate local characteristics of culture into the aesthetic education of primary and secondary schools schools.

Aesthetic Education Sample Survey

The survey study shows that students in Xianyang City have a relatively low level of participation in the aesthetic education program. Some students believe that the aesthetic education curriculum is not as important as subjects such as mathematics, science and chemistry, resulting in a marginalization phenomenon. Influenced by family educational background and regional economic level, there are obvious differences in the participation of children from different families in aesthetic education. Especially in rural areas, many families do not have enough understanding and support for aesthetic education, resulting in a lack of relevant artistic experience and aesthetic ability among students.

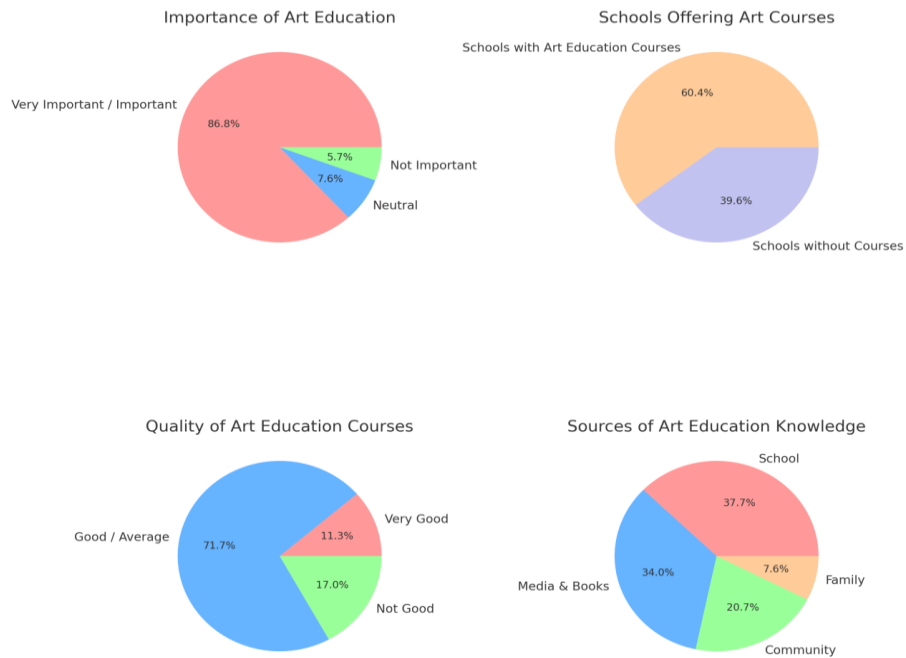
Research Objects and Sample

Several primary and secondary schools in a county of Xianyang City were selected for this study,

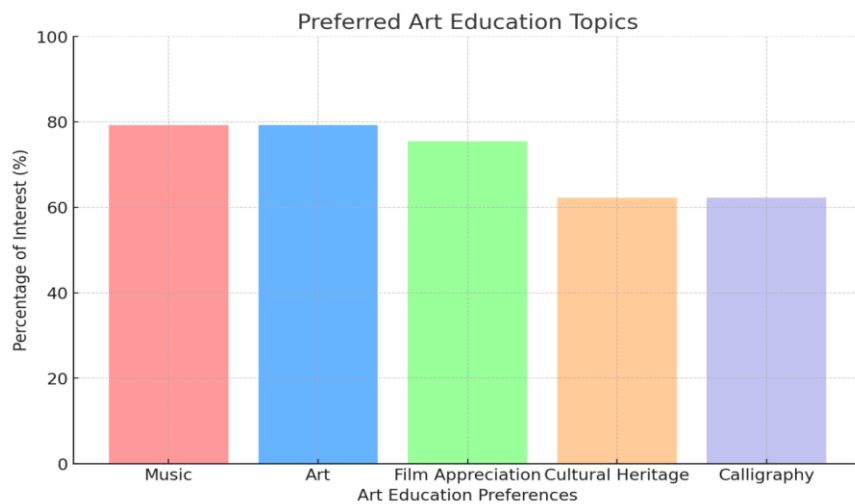
covering students and parents of different grades and classes, with a total of 500 questionnaires distributed, 340 questionnaires successfully recovered, and 50 teachers and 225 students and parents interviewed.

Data Collection and Interview Method

Data were collected through questionnaires and interviews to sort out the main problems.



Research and Analysis Report on Aesthetic Education in Primary and Secondary Schools in Xianyang City (Figures 1-5)



1. Recognition of the Importance of Aesthetic Education

86.79% of respondents consider aesthetic education "very important" or "important", while only 5.66% consider it "not important".

The results show that most people recognize the educational value of aesthetic education, and the overall awareness of society is higher.

2. Curriculum and Quality Assessment

60.38% of schools offer specialized aesthetic education courses, but 39.62% still do not, indicating an uneven allocation of resources.

In the course quality evaluation, 49.06% rated the course as "good" or "very good", but 50.94% still rated it as "fair" or "poor", indicating that the course quality needs to be improved.

3. Analysis of Knowledge Sources of Aesthetic Education

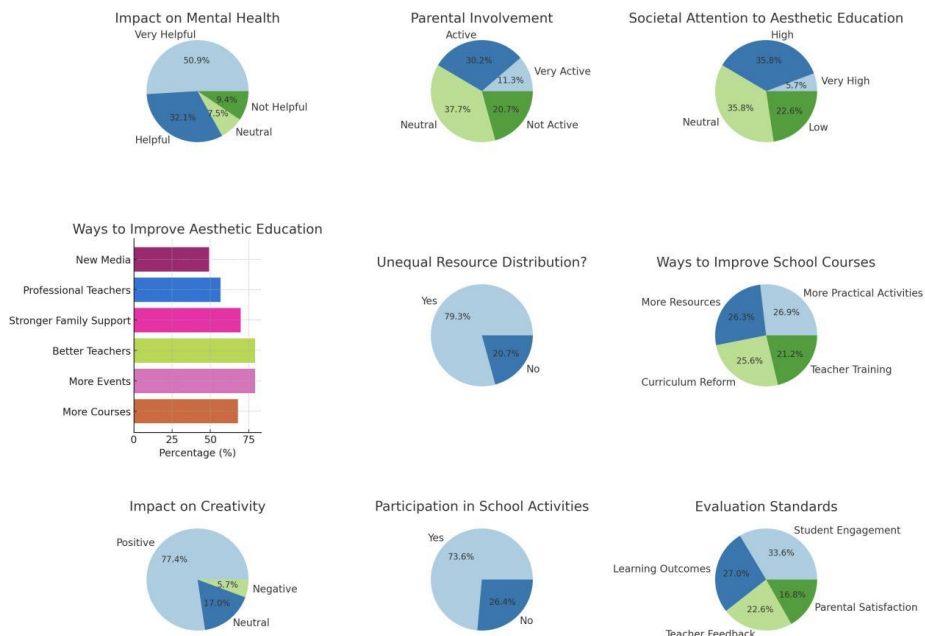
The main sources are "school education" (37.74%) and "media and books" (33.96%).

"Family education" accounts for only 7.55%, reflecting the low participation of families in aesthetic education, and parents need to strengthen the aesthetic education of their children.

4. Course Content Preference Analysis

Music (79.25%), fine arts (79.25%) and film and television appreciation (75.47%) are the most anticipated, indicating the need to combine traditional art with modern media.

Intangible cultural heritage (62.26%) and calligraphy (62.26%) also attracted attention, indicating the importance of traditional cultural heritage in aesthetic education.



5. Satisfaction with Teaching Methods

Only 45.28% were "satisfied" or "very satisfied" with the delivery method, and 54.72% rated it as "fair" or "dissatisfied".

We need to explore more flexible and interactive teaching methods, such as practical experience and interdisciplinary integration.

6. The Impact of Aesthetic Education On Mental Health

83.02% of respondents believe that aesthetic education has a positive impact on mental health.

Aesthetic education not only cultivates artistic literacy, but also plays a positive role in emotional regulation and psychological construction.

7. Parental and Social Engagement

In the evaluation of parent participation, "average" accounted for 37.74%, and "not positive" accounted for 20.75%, indicating that home-school linkage still needs to be strengthened.

In the evaluation of social attention, "attention" and "general" each accounted for 35.85%, but 22.64% still considered "not attention".

8. Education Quotas and Recommendations for Improvement

79.25% believe that education quotas are uneven, mainly reflected in the gap between urban and rural areas and between schools.

The ways to improve include "organizing aesthetic education activities" (79.25%), "improving the quality of teachers" (79.25%), and "increasing curriculum" (67.92%).

9. Curriculum Reform Direction

Respondents hope that schools will improve aesthetic education by "increasing practical activities" (81.13%), "providing more resources" (79.25%), and "curriculum reform" (77.36%).

This reflects the need for aesthetic education to be practical and avoid overly theoretical courses.

10. The Impact of Aesthetic Education on Creativity

77.36% believe that aesthetic education has a positive impact on creativity, while only 5.66% believe it has a negative impact.

Explain that aesthetic education promotes the development of students' thinking and innovation capacity enhancement.

11. Students' Participation in Aesthetic Education Activities

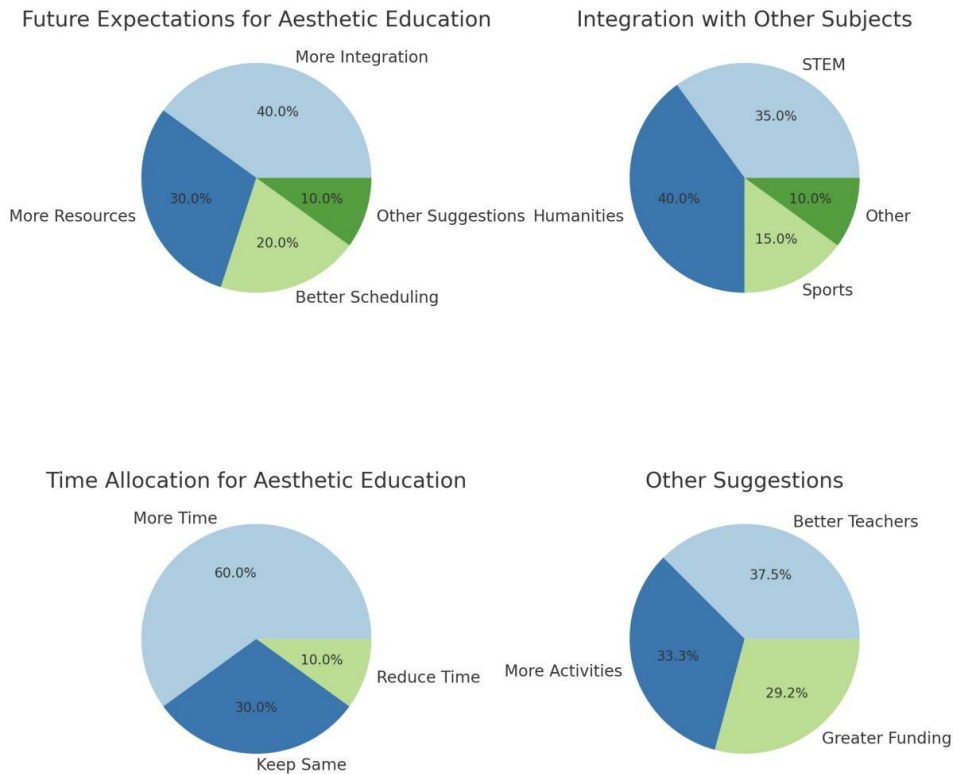
73.58% of the respondents have participated in aesthetic education activities organized by the school, but 26.42% have never participated, indicating that some students have limited access to aesthetic education.

12. Evaluation Criteria for Aesthetic Education Courses

Mainly based on "student engagement" (86.79%) and "learning outcomes" (69.81%) as the core criteria.

"Parental satisfaction" accounted for only 43.4%, indicating that aesthetic education evaluations

place more emphasis on students' own growth rather than parents' subjective opinions.



13. Future Development Proposals (Open Questions)

Curriculum Integration: Strengthen the combination of aesthetic education with other disciplines (such as Chinese and history) to improve comprehensive literacy.

Resource investment: Increase teaching facilities (e.g. music classrooms, art studios) and introduce digital teaching tools.

Faculty improvement: Enhance the professional level of aesthetic education teachers and introduce external expert lectures.

Time optimization: Reasonably arrange the time of aesthetic education courses to avoid being compressed due to academic pressure.

This survey reflects that the importance of aesthetic education has been recognized by the society, but it still faces problems such as insufficient curriculum, uneven quotas, and weak linkage between home and school. In the future, the development of aesthetic education should be diversified, practical, and integrated in order to achieve an all-round improvement of students' comprehensive quality.

The Reality of Aesthetic Education in Xianyang County

Schools and Teachers have Wrong Perception of Aesthetic Education

According to the survey questions, it can be found that the schools in the region do not pay enough attention to the construction of the aesthetic education curriculum and the development of education. Most teachers have a narrow understanding of aesthetic education, often limiting it to the teaching of a single subject such as music and art, without realizing that aesthetic education should be integrated into the teaching of all subjects. At the same time, the results of the teachers' survey show that aesthetic education in schools is formalized and does not penetrate into all disciplines, and the proportion of attention paid to the teaching of the main subjects still has not been improved, and more attention is paid to the examination results.

Teachers' Lack of Interdisciplinary Skills

The survey found that teachers lacked the ability of interdisciplinary integration in aesthetic education teaching, which led to the disconnection of the content of aesthetic education from other disciplines, and the inability to fully explore the aesthetic factors in the teaching of this discipline, making it difficult for students to establish a comprehensive concept of aesthetics. Moreover, teachers' professional background often limits their diversified understanding and practice of aesthetic education, resulting in the inability to improve the quality of aesthetic education. In terms of the factors affecting aesthetic education reflected in the question, online aesthetic education has a greater impact on students' perceived aesthetic bias, in addition to the influence of aesthetic education methods and family aesthetic education.

There are Differences in Students' Aesthetic Education

There are differences among students in various grades. Differences in students' aesthetic personalities are more likely to cause students to show negative attitudes and even prejudice against certain art forms, affecting students' aesthetic experience and learning motivation, which is very unfavorable to students' growth.

Within the basic education spectrum, students of different grades exhibit notable stage-specific differences in aesthetic personalities, which have become significant variables affecting the effectiveness of art education. Lower-grade primary school students, constrained by their cognitive development levels, rely heavily on intuitive experiences for aesthetic judgment. They naturally prefer art forms with vibrant colors and cartoonish imagery, but often struggle to understand traditional art with abstract meanings—for example, approximately 60% of lower-grade students dismiss freehand ink paintings as "meaningless scribbles" and show passive reactions like distracted attention during appreciation.

As students enter junior high school, peer culture and popular media play a more prominent role in shaping their aesthetic personalities. Over 75% of junior high students regard subcultural arts such as pop music and anime as their primary aesthetic objects, forming stereotypes that traditional arts like opera and calligraphy are "dated" or "disconnected from real life." This group aesthetic tendency can even evolve into systematic exclusion of specific art forms; a survey in a junior high school showed that only 8% of students would actively participate in traditional folk music appreciation activities.

In senior high school, aesthetic differentiation deeply connects with self-identity construction. Liberal arts students often affirm their cultural identities through paintings and dramas related to

classical literature, while science students commonly struggle to understand abstract art. Some art特长生 (art-intensive students) resist traditional academic技法训练 (technical training) as they pursue personalized expression. These aesthetic differences rooted in age characteristics, cognitive levels, and cultural identities easily give rise to negative attitudes: primary school students may reject attempting intangible cultural heritage paper-cutting in craft classes, deeming it "less interesting than video games"; junior high students might mock opera singing as "sounding like quarreling" in music classes; senior high students may pre-judge red-themed artworks as "preachy" during art appreciation.

In the long run, these aesthetic prejudices can hinder the formation of a multicultural perspective, trapping students in self-enclosed aesthetic comfort zones and making them miss opportunities to understand global diversity through art. Ignoring these personality differences in educational practice and adopting one-size-fits-all teaching strategies will only intensify students' alienation from art learning. Conversely, designing inclusive teaching plans based on the aesthetic psychology of different grade levels is the key to guiding students across prejudices and achieving cognitive expansion and emotional sublimation through art experiences.

Parental Cognition and Support

Aesthetic education cognition survey, a total of 225 parents were interviewed, the main problem is the lack of parents' cognition of aesthetic education, the lack of education methods, which in turn affects students' personality growth and aesthetic education cognition. Combined with the survey, it can be found that family aesthetic education is very lacking and has not been given enough attention. Most of the parents have a weak awareness of aesthetic education. In terms of parents' participation in aesthetic education activities, only a few families will take the initiative to participate in aesthetic education activities organized by the school, and most parents lack effective measures and methods on how to carry out aesthetic education in the family environment.

Uneven Distribution of Teaching Resources

In some rural schools in the Xianyang area, there is a lack of necessary teaching resources for aesthetic education, such as art teaching materials, musical instruments, painting materials, etc., which makes the development of aesthetic education programs limited. This leads to insufficient efforts to carry out the aesthetic education program. At the same time, the insufficient inheritance of local culture and the lack of attention to local art forms make it difficult for students to find a sense of identity.

(F) Binding of traditional education concepts: The traditional concept of exam-oriented education seriously affects the development of aesthetic education. Parents and teachers tend to pay more attention to academic performance and neglect the importance of aesthetic education in comprehensive quality education.

Lack of Cultural Activities

Compared with first- and second-tier big cities, there is a relative lack of cultural activities and art exhibitions on rural campuses in the five northern counties of Xianyang City, making it difficult for students to come into contact with high-level art works and artists, restricting their artistic vision and aesthetic development.

Countermeasures and Suggestions for the Reality of Aesthetic Education in Xianyang County

Improve the Cognition of All Teachers on Aesthetic Education

Improving all teachers' knowledge of aesthetic education is an important measure to promote the improvement of education quality and the comprehensive development of students. Aesthetic education is not only an aspect of art education, but also an important way to cultivate students' aesthetic ability, creativity and humanistic literacy.

First, organizing professional training and lectures is an effective way to enhance teachers' awareness of aesthetic education. The Education Bureau can invite experts and scholars in the field of aesthetic education to organize thematic training to systematically explain the theory and practice of aesthetic education and help teachers realize the important position of aesthetic education in education. In addition, with the help of online training platforms, rich curriculum resources are provided to enable teachers to learn and master knowledge related to aesthetic education in a flexible manner.

Secondly, teachers' understanding of aesthetic education can be enhanced through curriculum integration. Aesthetic education does not exist independently of other subjects, but should be integrated with language, music, art and other subjects. In teaching, teachers can try to introduce elements of aesthetic education into the daily curriculum and stimulate students' aesthetic ability through diversified teaching methods. For example, in the language classroom, students can be guided to appreciate the beauty of classic literature and encouraged to create art.

Aesthetic practice activities are also an important way to enhance teachers' aesthetic awareness. Schools can regularly organize cultural activities such as art festivals, concerts, painting competitions, etc., so that teachers can experience the charm of beauty first-hand, and at the same time motivate them to pass on this enthusiasm to their students. Such practical activities not only enrich the cultural life of the campus, but also provide a platform for teachers to communicate and show themselves.

In addition, it is also an effective method to establish an aesthetic education resource sharing platform to provide teachers with convenient aesthetic education teaching resources. By analyzing and discussing the characteristics and significance of works of art, students are helped to recognize the diversity and relativity of aesthetic personalities; more art appreciation education is conducted to guide students to develop their own art appreciation skills. [6] The Education Bureau should set up an aesthetic education resource bank to bring together excellent aesthetic education cases, teaching videos, books and other materials to realize effective sharing of resources and facilitate teachers' use in classroom teaching.

Finally, it is crucial to encourage teachers to reflect and communicate to form a good learning atmosphere. Schools can organize regular sharing sessions for teachers, encouraging them to exchange their experiences and shortcomings in aesthetic education teaching, so as to achieve common improvement. In addition, a sound assessment and incentive mechanism should be established to encourage teachers to actively carry out aesthetic teaching and enhance their sense of participation and responsibility.

To summarize, through a variety of ways, such as training and lectures, curriculum integration, practical activities, resource sharing and reflective exchanges, the aesthetic education cognition

of all teachers in Xianyang City can be effectively enhanced. This will not only contribute to the improvement of teachers' professionalism, but will also promote the comprehensive and healthy development of students.

Setting Up a Special Fund for the Aesthetic Education Program

First of all, set up the goal and direction of using the special fund. The fund aims to support the development and implementation of the aesthetic education curriculum, including teacher training, arts activities, acquisition of teaching resources and cultural exchanges. Clearly defining the purpose of the fund will help improve the efficiency and transparency of its use.

Second, establish diversified funding sources. The Xianyang municipal government can allocate special funds and actively seek support from social forces, including corporate donations, funding from social organizations and alumni feedback. At the same time, a special fund committee can be set up to manage and supervise the use of funds to ensure the reasonable distribution of funds and the effectiveness of their use.

Third, schools are encouraged to formulate specific application programs for aesthetic education projects. Each primary and secondary school should, according to its own needs, propose aesthetic education projects that are in line with local cultural and educational characteristics, so as to make better use of the special fund. Schools can organize art activities, carry out extracurricular art clubs and so on, in order to attract students' participation and enhance their learning motivation.

Finally, the evaluation and feedback on the effectiveness of the use of the special fund should be strengthened. Regularly summarize and evaluate the use of the fund, optimize and adjust the program according to the evaluation results to ensure the sustainable development of the aesthetic education curriculum.

In summary, by clarifying the objectives, establishing funding sources, encouraging project applications and strengthening evaluation, Xianyang City can effectively set up a special fund for the aesthetic education curriculum, thus promoting the vigorous development of aesthetic education.

Strengthening Home-School Cooperation and Publicity

The ideological construction of aesthetic education on campus should follow certain aesthetic principles, protect students' vision, build spiritual carriers, organically combine natural beauty, social beauty and artistic beauty on campus, arouse students' deepest enthusiasm and lasting motivation, and give full play to the aesthetic education function of the school environment for students [10] Strengthening cooperation and publicity of aesthetic education between home and school is of great significance in promoting the comprehensive development of aesthetic education in schools in Xianyang City. Aesthetic education not only helps students' personal development, but also enriches campus culture and enhances the cultural atmosphere of families.

First of all, establishing an aesthetic education cooperation platform is an important way to promote home-school contact. Schools can set up aesthetic education committees and invite parent representatives to participate, forming a synergy of home-school co-education. The committee can hold regular meetings to discuss the curriculum, activity arrangements and related policies of aesthetic education to ensure parents' active participation and voice in the construction of aesthetic education. In this way, communication between schools and families will be

smoother and parents' support and understanding of aesthetic education will be enhanced.

Secondly, rich and diversified aesthetic education activities should be carried out to encourage family participation. Schools can organize cultural activities such as art exhibitions, concerts and drama performances and invite parents and students to participate. These activities not only showcase students' artistic talents, but also provide parents with opportunities to communicate with the school. In addition, schools can encourage families to start art clubs to help parents work with their children on artistic creations, enhancing parent-child relationships and artistic literacy.

Third, use modern communication tools to enhance publicity. Schools can regularly release the dynamics, achievements, outstanding works, and related knowledge of aesthetic education activities through channels such as WeChat public numbers and school websites. For example, release photos and videos of students' participation in aesthetic education activities and share their creative process and experience. This not only attracts more parents to pay attention to the school's aesthetic education work, but also helps motivate other students to actively participate in it.

In addition, family education seminars are conducted to enhance parents' aesthetic education literacy. Schools can regularly invite art education experts to provide parents with lectures and trainings related to aesthetic education to help them grasp the correct educational methods and concepts. This not only enhances parents' awareness of aesthetic education, but also provides them with support and guidelines for effective aesthetic education at home.

Finally, a feedback mechanism is established to emphasize parents' opinions and suggestions. Schools around the world continue to strengthen aesthetic education, but some schools still take a formalized route. [7] When checking and evaluating, aesthetic education is still guaranteed; once the heat fades, it may be replaced or "borrowed" by other main subjects, making aesthetic education and physical education classes sometimes unavailable and embarrassing. [8] Schools should establish a feedback channel for parents, regularly collect their views and suggestions on aesthetic education, and understand their needs through questionnaires and symposiums. In response to parents' feedback, schools should adjust and improve the aesthetic education curriculum and activities in time to better meet the needs of families and students, forming a virtuous cycle of interaction.

In summary, to strengthen home-school cooperation and publicity of aesthetic education in Xianyang City, we can promote close contact between families and schools by establishing a cooperative platform for aesthetic education, carrying out rich activities of aesthetic education, utilizing modern communication tools, carrying out lectures on family education, and setting up a feedback mechanism, etc., so as to enhance the overall level of aesthetic education and promote the comprehensive development of students.

Establishing a Diversified Evaluation Mechanism for Aesthetic Education

Establishing a diversified evaluation mechanism for aesthetic education is an important way to improve the quality of aesthetic education in Xianyang City and stimulate students' creativity and aesthetic ability. At present, the evaluation of aesthetic education often focuses on the results and ignores the process and diversity, so it is especially important to build a comprehensive, scientific and fair diversified evaluation mechanism.

First of all, the evaluation objectives and content should be clarified. Evaluation of aesthetic

education should not only focus on students' achievements in art, music and other art subjects, but also on students' artistic interests, aesthetic attitudes and creative thinking. Schools should set clear evaluation standards covering multiple dimensions such as artistic expression ability, innovation ability, teamwork ability, aesthetic literacy, etc., in order to comprehensively reflect the overall quality of students.

Secondly, establish multiple evaluation subjects. The evaluation of aesthetic education should not only rely on the single evaluation of teachers, parents, students and society should participate together. Schools can form a multi-faceted and multi-level evaluation system by carrying out student self-assessment, peer mutual evaluation, parent evaluation and other ways. This not only enhances students' self-knowledge and reflection ability, but also enables parents and society to better understand and support the work of aesthetic education.

Third, emphasize the evaluation process. In the evaluation system of aesthetic education, we maximize its "universality" and "broadness" for all, and continue to "promote evaluation reform" and "accelerate the innovative development of art disciplines". Art discipline innovation and development". [9] Different from the traditional one-time assessment, the diversified evaluation of aesthetic education should focus on the process of students' learning and creation. For example, in art creation, stage-by-stage demonstrations can be carried out regularly, so that students can receive evaluation and feedback at every step of the process. This kind of evaluation not only better reflects the growth trajectory of students, but also motivates students to continuously adjust and improve their artistic performance in practice.

In addition, utilizing modern technological means to establish a digital evaluation platform is also a feasible approach. By establishing a digital system for aesthetic evaluation, teachers can record and analyze students' performance in real time and generate more objective and specific evaluation reports. Parents can also use the platform to check students' performance and progress in aesthetic education in real time, and enhance their understanding of the school's aesthetic education work.

Finally, feedback and application of evaluation results. Schools should regularly feedback the evaluation results to students and parents, and provide targeted guidance and assistance in conjunction with the evaluation results. For different students, individualized improvement plans are formulated to promote their further development in aesthetic education. At the same time, students' self-confidence and sense of achievement are enhanced by displaying the results of aesthetic education inside and outside the school.

In summary, to establish a diversified evaluation mechanism for aesthetic education in Xianyang City, the scientific, systematic and diversified evaluation of aesthetic education can be promoted through measures such as clarifying the evaluation objectives and contents, establishing a diversified evaluation body, paying attention to the evaluation process, utilizing the digital evaluation platform and carrying out feedback and application, so as to effectively improve the students' artistic literacy and comprehensive quality.

Discovering Local Cultural Resources

Discovering the aesthetic resources of local culture in Xianyang City is of great significance to enriching the content of aesthetic education and enhancing students' aesthetic ability and sense of cultural identity. Primary and secondary schools need to improve the mechanism of replenishing art teachers in schools in a targeted manner, and allocate art teachers in a planned

and step-by-step manner, so as to improve the quality and coverage of aesthetic education. In this process, we can draw on the talents of teachers and students from colleges and universities in the region, folk artists, retired teachers and other resources to alleviate the reality of insufficient teachers for aesthetic education. [10]

Xianyang City has a rich historical and cultural heritage and unique regional culture, and by integrating and utilizing these resources, it can provide rich materials and inspiration for aesthetic education.

First, establish local cultural research institutions. Xianyang City can set up specialized cultural research institutions responsible for systematically excavating and organizing local cultural resources. These institutions can cooperate with universities and art colleges to carry out investigations and research on local culture and form relevant research results and teaching materials. This not only provides a solid cultural foundation for the aesthetic education curriculum, but also supports the professional development of teachers.

Secondly, develop a syllabus that combines the aesthetic education curriculum with local culture. [11] Schools should design appropriate aesthetic education courses according to local cultural characteristics, incorporating elements of local folklore, traditional art, and historical stories. For example, students' cultural cognition can be combined with artistic experience by learning traditional music, folk art, and local drama in Xianyang, so as to enhance their understanding and perception of local culture.

Third, organize local cultural and artistic activities. Schools and communities can jointly carry out colorful cultural activities, such as traditional festivals and celebrations, local art exhibitions, and performances of non-heritage skills, for students to participate in. These activities not only stimulate students' interest, but also enable them to feel the charm and value of local culture in practice.

In addition, the participation and cooperation of local artistic talents is encouraged. You can take the initiative to establish contact with local artists, folk craftsmen, cultural inheritors, etc., and invite them to teach, give lectures or participate in artistic creation in schools. This will help students understand and experience local culture more intuitively and inspire them to explore and create art. [12]

At the same time, modern technological means are utilized to develop online learning platforms and resource libraries. An open online learning platform can be established by digitizing means, organizing and sharing materials, videos and courseware related to local culture. Teachers and students can access rich learning resources through this platform, promoting extensive knowledge and in-depth study of local culture. [13]

Finally, strengthen publicity and promotion. The publicity of local cultural and aesthetic education resources can be increased by organizing cultural and art festivals, graphic exhibitions and community cultural activities. Through media reports, online promotion and other channels, more people can learn about the rich cultural resources of Xianyang, thus promoting social recognition and respect for local culture.

To sum up, Xianyang City can effectively explore the aesthetic education resources of local culture, provide students with rich cultural nourishment, and cultivate their aesthetic ability and cultural self-confidence through a variety of measures, such as establishing cultural research

institutes, formulating curriculum syllabi, organizing cultural activities, encouraging the participation of artistic talents, developing online platforms, and strengthening publicity.

Conclusion

To summarize the above discussion, although the current situation of aesthetic education in Xianyang City area has made some progress in terms of policy support and local characteristics, it still faces problems in various aspects such as teacher quality, student participation and family support. In order to promote the in-depth development of aesthetic education, there is an urgent need to strengthen teacher training, enhance cooperation between families and schools, enrich curriculum content, and increase policy support, so as to cultivate students' aesthetic ability and artistic literacy, and promote their all-round development.

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