



# Innovative Multiple Aesthetic Education Modes Empowered by AI with the Integration of Outstanding Traditional Chinese Culture in the Perspective of Vocational Education Reform—Taking the Art Design Specialty Cluster in Secondary Vocational Education as an Example

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## Abstract

In the context of "vocational education reform", the key lies in integrating aesthetic education into the curriculum, identifying teaching models and methods that align with the principles of aesthetic education, and enhancing the aesthetic capabilities of students within the art and design specialty cluster. This approach aims to ensure their comprehensive development, establish a solid foundation for future learning, and produce high-quality, highly skilled professionals for the industry. This, in turn, will foster healthy industry competition and an employment environment conducive to the career growth of individuals. Given the unique nature of the art design specialty cluster, it is an urgent research topic in secondary vocational education to develop aesthetic education courses and teaching methods that are suitable for both student development and professional advancement, while also being in harmony with the overall industry evolution and continuous industrial upgrading. The focus is on how to elevate students' aesthetic standards through aesthetic education, enabling them to discern beauty and ugliness and boost their morale and overall qualities. It is essential to guarantee that students experience holistic development in both physical and mental aspects and in their professional pursuits, establish a firm groundwork for their future studies and employment, and adhere to the overall industry benchmarks, thereby realizing the integration of post, course, competition, and certificate.

## Keywords

Aesthetic Education; Traditional Culture; Artificial Intelligence; OBE

## 1. Innovation Background, Significance, and Current Situation of Aesthetic Education Modes in the Perspective of Vocational Education Reform

### 1.1 Research Background

In 2019, the State Council issued the "National Vocational Education Reform Implementation Plan", presenting 20

reform initiatives such as "establishing a vocational education institutional framework" (hereinafter referred to as the "Vocational Education 20 Articles"), with the aim of propelling the high-quality development of vocational education.

In October 2020, the Communist Party of China Central Committee and the State Council stipulated in the "Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era" that: "Carry forward the Chinese aesthetic education spirit, educate people with beauty (Yu Xinjie, 2019), beautify people with beauty, and cultivate people's origin with beauty. Incorporate aesthetic education into the entire process of talent cultivation in schools at all levels and of all types, permeate through all school education stages, and cultivate socialist builders and successors with all-round development in morality, intelligence, physique, aesthetics, and labor."

## 1.2 Research Status

The aesthetic education research concerning the art design specialty cluster in secondary vocational education has not delved into in-depth practical investigations. Although relevant theories of aesthetic education have been proposed, efficacious strategies and approaches remain elusive. Teachers possess an inadequate understanding of the interplay between aesthetic education and moral education within courses (Hang Jian, 2011). Consequently, aesthetic education merely lingers in certain course modalities, particularly with insufficient curriculum ideological and political design and the inadequate infusion of aesthetic knowledge. Thus, in the context of "vocational education reform", the challenge persists in integrating aesthetic education into courses, identifying teaching models and methods that suit its characteristics, enhancing the aesthetic acumen of students in the art design specialty cluster, ensuring their comprehensive development, laying a sturdy foundation for subsequent learning, and furnishing the industry with high-caliber and highly proficient talents, thereby engendering a salutary industry competition and an employment milieu befitting talent career progression.

## 1.3 Research Significance

At the dawn of the 20th century, due to the "Western culture influx" trend, China was influenced by the Bauhaus. One of the significant impacts was the belief that art could transform society, a concept absent in the traditional Chinese art realm and the mainstream art scene of that era. Aesthetic education is intertwined with moral education and is conducive to the comprehensive development of students, conforming to China's national circumstances and the demand for talent. Against the backdrop of vocational education reform, owing to the specialty idiosyncrasies of the art design specialty cluster, it is an exigent research concern in secondary vocational education to formulate aesthetic education courses and teaching that are congruent with student development and professional enhancement requisites, while also being in sync with the overall industry progression and continuous industrial upgrading. The crux is how to augment students' aesthetic discernment through aesthetic education, enabling them to distinguish between beauty and ugliness and augment their moral and overall qualities. It is imperative to ensure that students attain comprehensive development not only in physical and mental dimensions but also in their professional arenas, establish a firm footing for their subsequent studies and occupations, and meet the overarching industry norms, thereby accomplishing the integration of post, course, competition, and certificate.

## 2. Overview of the Multiple Aesthetic Education Modes Empowered by AI with the Integration of Outstanding Traditional Chinese Culture

### 2.1 Aesthetic Education

In the "Educational Dictionary" (Gu Mingyuan, 1990), aesthetic education is defined as: "Aesthetic education, also known as 'aesthetics education' or 'aesthetic appreciation education', is an educational pursuit that endows students with the mastery of fundamental aesthetic knowledge, the formation of a certain aesthetic capacity, and the cultivation of correct aesthetic perspectives." It enables individuals to comprehensively sense external objective entities or phenomena via the five senses, subsequently triggering the subject to experience beauty from the exterior to the interior, fulfilling educational, edifying, and purifying functions. Simultaneously, it possesses an edifying quality, infiltrating the mind in a subtle manner, progressing from the superficial to the profound, from the outward to the inward, attaining the desired educational outcome. Aesthetic education also serves as the bedrock for enriching imagination and fostering innovative consciousness. Its objective is not merely to cultivate students' aptitude for appreciating and creating beauty but also to stimulate their imagination, creativity, and emotional expression ability through art

education, promoting their comprehensive development and individual growth. The significance of aesthetic education in education cannot be overlooked. It can cultivate students' aesthetic taste, cultural refinement, and innovative faculty, and enhance students' comprehensive quality and social adaptability.

## **2.2 Outstanding Traditional Chinese Culture**

Traditional culture is a culture that has crystallized and maintained relative stability during historical development. It typically encompasses the knowledge, beliefs, arts, morals, laws, customs, and the entire gamut of abilities and habits acquired by members of a society or nation over the long course of history. Outstanding Traditional Chinese Culture is the cornerstone and essence of the Chinese nation, symbolizing the millennia-long civilized accretion of China. Incorporating outstanding Traditional Chinese Culture into aesthetic education can assist students in profoundly grasping the connotations and quintessence of Chinese traditional culture.

The aesthetic character and aesthetic ideal enshrined in outstanding Traditional Chinese Culture exert a profound influence on students' physical and mental development and the elevation of their moral plane, and can vividly expound upon the true, the good, and the beautiful to students from diverse perspectives. "Rites" and "Music" among the "Six Arts" mandated in ancient schools mark the origin of Chinese aesthetic education, germinating the earliest inklings of Chinese aesthetic education thought. Cai Yuanpei, the progenitor of modern Chinese aesthetic education thought, was the first to scientifically define the concept of aesthetic education and also inaugurated a new chapter in Chinese aesthetic education. He pointed out that aesthetics is the intrinsic demand and inevitable corollary of human nature development and belongs to an emotional education, which holds great significance for enriching people's spiritual lives and cultivating personality. Zhu Guangqian held that aesthetic education is the foundation of moral education, and its function resides in cultivating sentiment, which can assist individuals in discerning rich interests in life and endowing life with sentiment and meaning.

## **2.3 AI Technology**

The concept of Artificial Intelligence (AI) emanated from the Dartmouth Conference in the 1950s. After years of evolution, it has metamorphosed into a multidisciplinary intersection domain, which is a technical discipline that emulates, extends, and amplifies human intelligence through computer programs or machines. It exhibits the dual attributes of humanization and intelligence. The research areas of AI encompass robots, speech recognition, image recognition, natural language processing, and expert systems. The construction of the AI cognitive architecture is predicated on human cognition and possesses a high degree of anthropomorphic traits.

With the increasingly extensive application of AI technology across diverse industries, the judicious employment of AI technology in aesthetic education is propitious for students' acquaintance with industry frontiers, enabling them to formulate more lucid plans for their studies and careers. Additionally, since the majority of secondary vocational students' art modeling and painting foundations are insufficiently robust to fully meet the demands of project task assignments in the courses of the art design specialty cluster in secondary vocational education, AI technology compensates for students' deficiencies and affords them greater latitude for development.

## **3. The Necessity of Innovatively Integrating the Aesthetic Education Mode of Outstanding Traditional Chinese Culture**

### **3.1 Carrying Forward the National Spirit and Inheriting the Cultural Bloodline**

In secondary vocational education, the integration of outstanding traditional culture not only exerts a protracted influence on students but also perpetuates the national spirit and sustains the cultural lineage. By assimilating it into secondary vocational aesthetic education and captivating students through the modality of amalgamating it with art, students can acquire knowledge and skills within a culturally immersive milieu. Combine regional characteristics traditional art forms, cultural heritages, and regional historical knowledge to integrate into curriculum ideological and political education and innovate aesthetic education modes. With the assistance of virtual museum platforms, local online libraries, local intangible cultural heritage inheriting artisans, and cultural heritages, select representative contents and art forms to integrate into skill course project-based teaching to formulate a new aesthetic education mode. For instance, taking the eight scenic spots in Luoyang as the principal task thread, designing the curriculum of the post-production course of film and television, experiencing the outstanding traditional culture with regional

characteristics during skill learning, understanding the local cultural landscapes and historical knowledge, and combine local characteristic paper-cutting, clay sculpture, Tang Sancai, and other intangible cultural heritages to inherit outstanding traditional culture.

### **3.2 Cultivating Cultural Confidence and Enriching Aesthetic Experience**

Traditional culture is the unique hallmark of the Chinese nation. Incorporating it into secondary vocational education teaching can aid students in erecting cultural confidence. Through the novel aesthetic education mode, students can attain a more profound comprehension of outstanding traditional culture and the historical culture of the Chinese nation, thereby augmenting students' national identity and national cultural pride. This can not only enhance students' sense of self-worth but also kindle students' affection for Chinese culture.

Innovatively integrating outstanding traditional culture into the aesthetic education mode permits students to sense traditional art while being exposed to Chinese culture and enriches their aesthetic experiences. In the process of learning, students can assimilate the essence of Chinese cultural thoughts. By assimilating the core thoughts of outstanding Chinese culture, students can cultivate their moral sentiments and humanistic cultivation. For example, in courses such as basic modeling or basic painting, classic works closely related to regional culture, such as "Ode to the Nymph of the Luo River" by Gu Kaizhi in the Eastern Jin Dynasty, can be selected to conduct in-depth deliberations with students regarding the cultural connotations, artistic techniques, and era significance therein. Through the analysis of the figures, composition structures, and brushwork techniques in the works, students can not only appreciate the artistic allure of ancient paintings, immerse themselves in sensing the aesthetic predilections of the ancients, but also draw creative inspiration therefrom and fathom the humanistic thoughts in the works.

### **3.3 Expanding Artistic Practice Forms and Establishing Correct Values**

In the art design specialty cluster in secondary vocational education, augment the forms of artistic practice, deepen students' understanding of Chinese national culture through the art creation and expression forms integrating outstanding traditional culture, formulate novel artistic concepts and values, and promote students' physical and mental health and development. First, in the copious artistic practices integrating outstanding traditional culture, students can apprehend the humanistic thoughts therein. For example, students can select the classic image with regional characteristics - Guan Yu in Guanlin as the object for sketching and replication. In the process of replication and creation, exhibit his valiant and heroic appearance through artistic modalities, and fathom his loyalty and righteousness qualities during the process of gathering materials and creating. This process can not only convey the comprehension and emotions of Guan Yu's image but also enable students to identify and ruminate upon the humanistic (You Sheng, 2023) thoughts in outstanding traditional culture. Second, rich traditional cultural art forms have a favorable impact on people's physical and mental health, which is conducive to the comprehensive development of students and the formation of correct values. For example, regional characteristic paper-cutting can not only train students' eye-hand coordination, but multiple research studies have also disclosed that paper-cutting has a positive influence on people's psychology and can allay students' emotions.

## **4. The Necessity of AI Empowering Innovative Aesthetic Education Modes**

### **4.1 Helping the Integration of Courses in the Art Design Specialty Cluster with Industrial Upgrading**

With the progression of AI technology, AI technology is ubiquitously applied in the design and art industries, enhancing industry productivity. Owing to the rapid technological turnover, professional course teaching must keep pace with the strides of industry technology development. Therefore, AI empowering innovative aesthetic education modes has definite practical exigencies. In the teaching of design courses, permitting students to utilize AI technology to fabricate certain elements not only acquaints students with the industry workflow but also enables them to essentially master the AI technology pertinent to design in the process, which is conducive to the overall integration of post, course, competition, and certificate.

### **4.2 Helping to Implement Personalized Teaching**

During the entire teaching process, the individual disparities among students constitute the obstacle in advancing the implementation of the entire course. Based on the collection of students' phased data on the course platform, analyze students' basic information, learning habits, personal interests, and other data through AI technology. In light of the

distinct individuals of students and the comprehension levels of different students, adjust the learning implementation progress and methods in conjunction with key and difficult points, and formulate personalized teaching plans and course project assignments to ensure that the learning requisites of each student are satisfied.

### **4.3 Helping to Make the Evaluation of Teaching Effects Intelligent**

During the execution of the entire educational activity, the permeation of teaching concepts and the application of methods are pliable and ought to adapt to the individual growth vicissitudes of students and the developmental alterations of the entire industry. Optimization and innovation should be continuously implemented based on teaching outcomes. Therefore, the intelligence of teaching effect evaluation is conducive to the optimization of education and teaching. The traditional evaluation modality can no longer accommodate these changes and developments. The advent of AI technology can redress this. Through AI technology, a substantial volume of students' learning data can be amassed, learning achievements can be systematically analyzed and appraised, and evaluation results can be output. This can not only substantially alleviate the burden on teachers but also ensure the objectivity and comprehensiveness of the evaluation, expunge the subjective elements in human judgment, and enable students to comprehensively (Luo Guomin, 2023), objectively, and accurately fathom their own learning achievements and levels.

## **5. Strategies for Innovative Aesthetic Education Modes**

### **5.1 Based on Educational Concepts**

OBE was postulated by American scholar Spady. In 1994, in his book "Outcome-Based Education: Critical Issues and Answers", he distinctly defined the concept, connotation, and operational framework of OBE. Spady contends that OBE pertains to an educational paradigm that conspicuously centers on and orchestrates teaching activity arrangements around the pivotal outcomes that all students can attain subsequent to a specific stage of learning.

OBE encompasses three ideological constituents, namely student-centeredness, outcome orientation, and continuous improvement. This implies that educational activities revolve around students. Prior to the commencement of teaching, conceive the learning outcomes of students, design courses, organize teaching, and implement evaluation in accordance with the learning outcomes to ensure the realization of learning outcomes. Concurrently, continuously ameliorate teaching based on the reflection and analysis of learners' needs, wishes, requirements, etc.

### **5.2 Innovative Aesthetic Education Mode - OBE-AE-P+AI Multiple Teaching Mode**

The innovative aesthetic education mode applies the teaching concept of OBE (also known as outcome-based education concept), innovates the OBE-AE-P+AI multiple teaching modes (where AE represents Aesthetic Education, P represents Perception), centers on students, and is predicated on the theory of multiple intelligence, combines the learning characteristics of secondary vocational art majors, adopts the task-driven teaching method based on the ability progression required by posts, utilizes experiential teaching, and conducts three-stage teaching of "pre-class experiential self-study + in-class immersive guided learning + after-class internalization and expansion", creating an immersive art classroom and implementing the teaching of integrating theory with practice in a combination of virtual and real.

**Pre-class—Experiential Self-study:** Students conduct independent inquiry learning through Xuexitong (a learning platform), adopt the approach of "virtually touring online museums" or combine regional characteristics for experiential self-study, and complete preview tasks.

**In-class—Immersive Guided Learning:** Through P (Perception) experiential teaching + AI "into the eyes, into the ears, into the heart, into the hands + AI" four links to create scenarios, immerse in perceiving tasks, and clarify task requirements. Adopt the methods of copying, analyzing, and internalizing. Groups jointly complete innovative design tasks with the assistance of AI technology, surmount key and difficult points, and achieve teaching goals through information means, art experiments, and multiple evaluations.

**After-class—Internalization and Expansion:** Students expand and enhance their learning on Xuexitong and network learning platforms, conduct post-class tests on Xuexitong, complete expansion tasks with the theme of regional characteristic art IP, and teachers and students interact through Xuexitong.

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