

Research on Aesthetic Education Literacy Cultivation Pathways for Preschool Education Teacher Candidates at Regional Undergraduate Institutions under the "Aesthetic Education Immersion Initiative"

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Abstract: Aesthetic education literacy has emerged as a critical professional literacy for teacher candidates. This study examined 110 Preschool Education teacher candidates at University A in Baoshan City, investigating their aesthetic education competencies across five dimensions: aesthetic perception competency, cultural comprehension competency, aesthetic creation competency, aesthetic expression competencies, and aesthetic education competency. Findings revealed that Preschool Education teacher candidates demonstrated strong nature appreciation and everyday humanistic understanding, while artistic analysis required enhancement; exhibited high cultural confidence and multicultural conceptual understanding, yet needed deeper comprehension of artwork-culture relationships; showed excellent artistic engagement and emotional responsiveness with technical proficiency, though analytical and creative skills needed improvement; displayed high exploratory enthusiasm with foundational comprehensive creation abilities, while practical application required further development; and demonstrated "advanced pedagogical concepts, limited theoretical knowledge, insufficient practical implementation." Recommendations include leveraging Preschool Education arts curricula as primary platforms for transformation from "skill-based" to "competency-integrated" approaches; establishing "disciplinary aesthetic education" principles implementing educational practices according to aesthetic principles; developing project-based learning (PBL) aesthetic education activities emphasizing student-centered, problem-focused, outcome-oriented methodologies; and reforming aesthetic education assessment mechanisms through process-oriented portfolio evaluation focusing on embodied participation and developmental processes, incorporating aesthetic practice into comprehensive teacher candidate assessment frameworks.

Published: 21 January 2026



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Keywords: Preschool Education teacher candidates; aesthetic education literacy; current status; cultivation pathways

1. Introduction

At the national level, a series of policy documents concerning aesthetic education have been promulgated in recent years: the Ministry of Education's "Opinions on Effectively Strengthening Aesthetic Education in Higher Education Institutions in the New Era" (2019), the General Office of the CPC Central Committee and the State Council's "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era" (2020), and the Ministry of Education's "Notice on Comprehensively Implementing the School Aesthetic Education Immersion Initiative" (2023), continuously advancing aesthetic education initiatives [1].

The Notice stipulates that aesthetic education should immerse students to comprehensively enhance their core competencies in cultural comprehension, aesthetic perception, artistic expression, and creative practice, enriching students' spiritual and cultural lives while fostering greater joy, vitality, and holistic personality development. Aesthetic education should immerse educators by leveraging the aesthetic function of the teaching profession, elevating institution-wide aesthetic consciousness and competency, cultivating professional charisma, and nurturing aesthetic pedagogical sensibilities. Aesthetic education should immerse educational institutions by fostering an uplifting, refined, and dynamic campus culture, establishing omnipresent aesthetic educational environments [2]. Priority should be given to source-level teacher preparation by incorporating aesthetic education curricula into humanities courses for teacher education students and integrating aesthetic education literacy components into teacher certification examinations. In Preschool Education, aesthetic education exerts significant influence on children's intellectual, emotional, behavioral, aesthetic, creative, and moral development. As exemplars, resource providers, and facilitators of visual arts and aesthetics for young children, the aesthetic pedagogical competency of early childhood educators is of paramount importance [3]. Within the contemporary aesthetic education framework, the cultivation of aesthetic education literacy among Preschool Education students represents an unavoidable critical issue as the prospective workforce for early childhood aesthetic education. Investigating the value and existing challenges in cultivating aesthetic education literacy among Preschool Education students, while proposing corresponding strategic recommendations, holds substantial theoretical and practical significance.

2. Research Design

2.1. Conceptual Definitions

Aesthetic education literacy in Preschool Education refers to the comprehensive competencies that teacher candidates develop through systematic learning, practical experiences, and self-construction during their professional preparation. This construct encompasses aesthetic perception, cultural comprehension, creative practice, artistic expression, and aesthetic education-integrated capabilities that enable effective delivery of aesthetic education in future teaching contexts while promoting holistic development of both educators and young children. This represents a stable psychological disposition and professional competency framework [4].

Aesthetic Perception: The capacity to identify, experience, comprehend, and respond to aesthetic qualities and their significance within natural environments, social contexts, and artistic works. Aesthetic perception specifically targets the meaningful expressive characteristics of aesthetic objects, including artistic language, imagery, stylistic nuance, and emotional expression in artistic activities and creations. Cultivating aesthetic perception enables students to discover and perceive beauty, enriching aesthetic experiences and elevating aesthetic sensibilities.

Cultural Comprehension: The ability to comprehend, interpret, and articulate the humanistic dimensions of artistic works within specific cultural contexts. Cultural understanding encompasses recognizing cultural content reflected in artistic activities and works, appreciating art's contributions to cultural development, and explicating relationships between art and culture. Developing cultural understanding helps students establish accurate historical, ethnic, national, and cultural perspectives through artistic engagement, fostering respect for cultural diversity and strengthening cultural confidence [5].

Artistic Expression: The practical competency to create artistic imagery, communicate thoughts and emotions, and manifest aesthetic beauty through artistic activities. Artistic expression includes deploying association and imagination in artistic practice, selecting expressive techniques and methods, utilizing media, technology, and artistic language, and facilitating emotional communication and ideological exchange.

Fostering artistic expression helps students master expressive skills, recognize connections between art and life, enhance visual thinking capabilities, and cultivate appreciation for existence and living.

Creative Practice: The ability to synthesize multidisciplinary knowledge and maintain close connections with contemporary life to achieve artistic innovation and practical application. Creative practice encompasses creating atmospheres, stimulating inspiration, investigating and experimenting with creative processes and methods, and generating unique concepts that transform into artistic outcomes. Developing creative practice helps students establish innovative consciousness, improve artistic practice abilities and creative capacities, and strengthen collaborative spirit [6].

Aesthetic Education: Familiarity with young children's aesthetic developmental characteristics and mastery of early childhood aesthetic education principles, enabling curriculum and activity design that provides foundational education in the four-dimensional competency framework-aesthetic perception, cultural comprehension, artistic expression, and creative practice-transforming these competencies into children's aesthetic character [7].

2.2. Research Participants

The study selected 110 junior-year Preschool Education teachers from three classes of the Preschool Education program at University A in Baoshan City as research participants. Prior to this investigation, the Preschool Education teachers had completed foundational arts courses including Music Fundamentals, Sight-singing and Ear Training, Piano Basics, Dance Fundamentals, Art Basics, Piano Improvisation and Accompaniment, and Children's Song Performance, alongside the general aesthetic education course University Aesthetic Education, establishing a requisite knowledge base. During the current semester, the researcher instructed the junior-year course "Arts Education and Activity Guidance for Preschool Children." Given that arts curricula serve as the primary vehicle for enhancing Preschool Education teachers' aesthetic education literacy, this cohort was selected as the research sample. Pre-course assessments of aesthetic education literacy were conducted to facilitate targeted curriculum design, organization, and implementation. Post-course evaluations measured program effectiveness to enable continuous improvement and optimize pedagogical outcomes [8].

2.3. Research Methods and Instruments

This investigation employed a mixed-methods approach utilizing questionnaire surveys and interviews to examine the current state of aesthetic education literacy among preservice early childhood educators.

2.3.1. Questionnaire Survey Method

The "Survey of aesthetic education literacy Among Preschool Education Teachers" was developed across five dimensions: aesthetic perception competency, cultural comprehension competency, artistic expression competency, creative practice competency, and aesthetic education competency. The instrument demonstrated high reliability with a Cronbach's α coefficient of 0.940. Dimensional KMO values were: aesthetic perception (0.716), cultural comprehension (0.811), artistic expression (0.768), creative practice (0.743), and aesthetic pedagogy (0.792). The questionnaire was distributed via Questionnaire Star platform to three instructional cohorts of 2023 Preschool Education majors, yielding 110 complete responses.

2.3.2. Interview Method

The researcher, serving as the instructor for the preschool behavior observation course, employed convenience sampling to conduct interviews with available and willing

participants during breaks or after class sessions. These interviews assessed student learning outcomes while providing instructional feedback data.

3. Survey and Problem Analysis of Aesthetic Education Literacy Among Preschool Education Teachers at Local Universities

3.1. Overall Status of Each Dimension of Aesthetic Education Literacy Among Preschool Education Teachers

Table 1 reveals that preschool teacher candidates' aesthetic education literacy across all five dimensions averaged between 3-4 points, indicating a moderate proficiency level with substantial room for improvement. The hierarchical performance pattern demonstrates: cultural comprehension competency (3.79) > aesthetic perception competency (3.60) > aesthetic education competency (3.31) > artistic expression competency (3.18) > creative practice competency (3.08).

Table 1. Overall Status of Each Dimension of Aesthetic Education Literacy Among Preschool Education Teachers.

Five Core Dimensions	Fourteen Sub-dimensions	Minimum	Maximum	Mean	Standard Deviation
Aesthetic Perception Competency	Aesthetic sensitivity	3	5	3.63	0.63
	Appreciation and perception of beauty in nature, environment, daily life, and society	3	5	3.86	0.44
	Appreciation and perception of beauty in artistic works	1.57	4.29	3.34	0.47
	Subtotal	2.29	4.57	3.60	0.40
Cultural Comprehension Competency	Understanding the cultural connotations reflected in artistic activities and works	1	5	3.40	0.61
	Comprehending excellent traditional Chinese culture and strengthening cultural confidence	2	5	3.98	0.71
	Respecting cultural diversity	2.5	5	3.89	0.60
	Subtotal	2.36	5	3.79	0.51
Artistic Expression Competency	Engagement in artistic activities	1	5	3.42	0.66
	Verbal articulation of aesthetic appreciation	1.67	5	3.01	0.55
	Possession of artistic performance and creative capabilities	1	5	3.17	0.54
	Subtotal	1.53	5	3.18	0.49
Creative Practice Competency	Investigation of artists' creative thinking and techniques during artwork analysis	1	5	2.95	0.61
	Demonstration of proactive learning and exploratory attitudes for individualized artistic expression	1	5	3.19	0.48

Aesthetic Education Competency	Subtotal	1.57	5	3.08	0.55
	Aesthetic education philosophy	2.5	5	3.64	0.58
	Aesthetic education knowledge base	2	5	3.14	0.57
	Aesthetic education competencies	2	5	3.20	0.45
	Total	2.3	5	3.31	0.57

Examining specific competency areas: aesthetic perception competency demonstrates the appreciation and perception of beauty in nature, environment, daily life, and society (3.86) > aesthetic sensitivity (3.63) > appreciation and perception of beauty in artistic works (3.34); cultural comprehension competency shows comprehension of excellent traditional Chinese culture and strengthening cultural confidence (3.98) > respect for cultural diversity (3.89) > comprehension of the cultural connotations reflected in artistic activities and works (3.40); artistic expression competency exhibits the engagement in artistic activities (3.42) > possession of artistic performance and creative capabilities (3.17) > verbal articulation of aesthetic appreciation (3.01); creative practice competency demonstrates proactive learning and exploratory attitudes for individualized artistic expression (3.19) > investigation of artists' creative thinking and techniques during artwork analysis (2.95); aesthetic education competency reveals aesthetic education philosophy (3.64) > aesthetic education capability (3.20) > aesthetic education knowledge base (3.14).

3.2. Preschool Education Teacher Candidates Demonstrate Strong Nature Appreciation and Perceptual Abilities, Exhibit Satisfactory Humanistic Understanding in Daily Contexts, Yet Require Enhancement in Artistic Appreciation Skills.

In Table 2, Item 1 measures aesthetic sensitivity, Items 2-7 assess the appreciation and perception of beauty in nature, environment, daily life, and society, while Items 8-14 evaluate appreciation and perception of beauty in artistic works. The findings reveal that within the aesthetic perception dimension, preschool education teacher candidates demonstrate stronger perceptual capabilities for appreciating natural, environmental, social, and everyday beauty compared to their perception of artistic works. The three sub-components of aesthetic perception follow a progressive hierarchical structure: aesthetic sensitivity → appreciation and perception of beauty in nature, environment, daily life, and society → appreciation and perception of beauty in artistic works. The appreciation of beauty represents a universal human inclination. According to Maslow's hierarchy of needs theory, the seven motivational levels ascend from physiological needs, safety needs, love and belonging, esteem needs, cognitive needs, aesthetic needs, to self-actualization. Aesthetic appreciation constitutes a higher-order human need. While individuals readily perceive beauty in nature, environment, society, and daily life, the appreciation of artistic beauty requires systematic professional training and accumulated expertise for enhancement.

Table 2. Aesthetic Perception Competency of Preschool Education Teacher Candidates.

	Item	Minimum	Maximum	Mean	Standard Deviation
1. Possess aesthetic perception and recognition capabilities		3	5	3.63	0.63
2. Demonstrate affinity for natural environments, appreciating scenic landscapes and auditory phenomena		3	5	4.18	0.58

3. Exhibit sensitivity to natural beauty and environmental aesthetics	3	5	4.06	0.61
4. Engage with cultural heritage sites, parks, gardens, and historical landmarks while acquiring contextual historical knowledge	2	5	3.88	0.70
5. Recognize spatial aesthetics and ecological beauty embedded within cultural landscapes	2	5	3.56	0.70
6. Demonstrate acuity in identifying aesthetic elements within quotidian experiences	2	5	3.82	0.64
7. Appreciate harmonious social systems and their inherent beauty	3	5	3.91	0.55
8. Engage with diverse artistic genres and mediums	1	5	3.79	0.68
9. Understand historical contexts and temporal frameworks of artistic creation	1	5	3.07	0.67
10. Analyze social commentary and emotional expression in artworks, identifying aesthetic qualities and their manifestations	1	5	3.25	0.69
11. Distinguish between vocal and instrumental musical compositions, analyzing lyrics and melodic structures in songs while focusing on melodic analysis in instrumental works	1	5	3.19	0.66
12. Evaluate visual artworks (painting, crafts, photography, calligraphy) through content aesthetics and formal aesthetic principles	2	5	3.37	0.63
13. Conduct literary analysis (poetry, fiction, prose, drama, film) examining textual content, thematic elements, artistic techniques, and stylistic language through systematic progression: holistic comprehension, intensive examination, linguistic appreciation, and critical evaluation	2	5	3.54	0.65
14. Analyze dance performances through movement vocabulary, gestural expression, musical accompaniment, rhythmic patterns, stage design, and atmospheric creation following structured methodology: initial perception, detailed analysis, comprehensive understanding, and synthetic assessment	2	5	3.17	0.71

3.3. Preschool Education Teacher Candidates Demonstrate Elevated Cultural Confidence and Multicultural Conceptual Comprehension, Yet Require Enhanced Understanding of the Relationship between Artistic Works and Cultural Contexts

In Table 3, Items 1-2 assess comprehension of the cultural connotations reflected in artistic activities and works, Items 3-4 evaluate understanding of excellent traditional Chinese culture and strengthening cultural confidence, and Items 5-8 examine respect for cultural diversity. The findings indicate overall proficient performance in cultural understanding competency, particularly in comprehending excellent traditional Chinese culture and respecting cultural diversity, suggesting that preschool education teacher candidates possess a solid foundation in cultural literacy.

Table 3. Cultural Comprehension Competency of Preschool Education Teacher Candidates.

Item	Minimum	Maximum	Mean	Standard Deviation
1. Cultivate an appreciation for life and existence through aesthetic engagement with artistic works, participation in cultural activities, and creative practice, fostering values oriented toward truth, virtue, and beauty	1	5	3.38	0.69
2. Recognize artistic works as tangible manifestations of culture, which materialize the historical narratives, value systems, and aesthetic sensibilities of diverse nations and peoples through visual arts, music, dance, theater, architecture, and other expressive forms	1	5	3.42	0.67
3. Understand cultural confidence as the most fundamental, profound, and enduring force in national and ethnic development, serving as the most robust emotional bond that unites a people	2	5	4.15	0.69
4. Acknowledge artistic works as multifaceted vessels of Chinese traditional cultural heritage, embodying five millennia of collective historical memory and representing the symbolic essence of the Chinese national spirit and aesthetic inheritance. Through critical analysis, these works generate identification with and pride in indigenous cultural traditions	2	5	3.90	0.74
5. Recognize cultural diversity as differentiated survival wisdom developed by human populations through geographic environment, historical experience, and belief systems	2	5	4.04	0.69
6. Establish the principle of "appreciating one's own beauty, recognizing others' beauty, and achieving universal aesthetic harmony"	2	5	4.05	0.66
7. Comprehend the dialectical philosophy of "harmony within diversity."	2	5	3.84	0.76
8. Understand the dynamic principles governing cultural evolution	2	5	3.64	0.71

3.4. Preschool Education Teacher Candidates Demonstrate Strong Artistic Engagement and Aesthetic Responsiveness with Technical Proficiency, While Analytical and Creative Capabilities Require Enhancement

In Table 4, Items 1-2 assess engagement in artistic activities, Items 3-4 evaluate verbal articulation of aesthetic appreciation, and Items 5-7 measure artistic performance and creative competencies. The findings indicate relatively strong performance in artistic participation and affective experiences, with preschool education teacher candidates demonstrating enthusiasm for artistic engagement and deriving satisfaction from such activities. However, deficiencies emerge in artistic analysis and creative production, particularly in employing specialized terminology for work analysis and integrating diverse techniques in creative practice.

Table 4. Artistic Expression Competency of Preschool Education Teacher Candidates.

Item	Minimum	Maximum	Mean	Standard Deviation
1. Demonstrate engagement in artistic practices and creative expression, exhibiting preferences for specific artistic mediums	1	5	3.44	0.78
2. Derive aesthetic pleasure and emotional satisfaction from participation in artistic activities and creative endeavors	1	5	3.40	0.72
3. Employ disciplinary terminology to analyze and articulate the formal elements and compositional characteristics of artistic works	1	5	2.85	0.70
4. Articulate phenomenological responses and aesthetic experiences during art appreciation encounters	2	5	3.08	0.64
5. Communicate conceptual reflections and insights derived from artistic works through verbal discourse	2	5	3.08	0.61
6. Possess foundational competency in artistic techniques and methodologies	1	5	3.42	0.68
7. Synthesize diverse artistic approaches while utilizing imagination and associative thinking to produce original creative works	1	5	2.92	0.61

3.5. Preschool Education Teacher Candidates Exhibit High Investigative Motivation and Foundational Creative Abilities, Yet Practical Application Requires Further Development

In Table 5, Items 1-2 pertain to investigating artists' creative thinking and techniques during artwork analysis, while Items 3-5 relate to demonstrating proactive learning and exploratory attitudes for individualized artistic expression. The data indicates that students possess considerable autonomous learning motivation and investigative initiative; however, their capacity for analyzing creative conceptualization and applying creative thinking and discourse in practical implementation remains relatively underdeveloped.

Table 5. Creative Practice Competency of Preschool Education Teacher Candidates.

Item	Minimum	Maximum	Mean	Standard Deviation
1. Demonstrate proficiency in analyzing and articulating artistic processes: creative cognition, aesthetic language deployment, and systematic investigation of artistic instruments, media, and technical methodologies	1	5	2.93	0.63
2. Exhibit capacity to synthesize distinctive characteristics and innovative elements within artistic works, subsequently integrating these findings into original creative practice	1	5	2.95	0.65
3. Maintain elevated levels of intrinsic motivation and autonomous engagement in scholarly inquiry and knowledge acquisition	1	5	3.43	0.63

4. Demonstrate interdisciplinary synthesis capabilities, integrating knowledge, competencies, and analytical frameworks across multiple domains to generate artworks that both represent and manifest aesthetic principles within contemporary contexts	1	5	3.17	0.60
5. Transfer innovative cognitive processes and creative competencies to diverse disciplinary fields and practical applications	1	5	2.98	0.59

3.6. Preschool Education Teacher Candidates' Aesthetic Education Competency: "Advanced Philosophy, Insufficient Knowledge Base, Practice Requiring Enhancement"

Table 6 demonstrates that Items 1-2 represent aesthetic education philosophy, Items 3-4 encompass aesthetic education knowledge, and Items 5-7 correspond to aesthetic education competencies. Preschool education teacher candidates exhibit a pattern characterized by "advanced philosophical understanding, deficient theoretical knowledge, and inadequate practical implementation." Teacher candidates demonstrate highest alignment with the concept that "educational aesthetics constitutes a fundamental attribute." While recognizing the significance of discipline-integrated aesthetic education, their perceptual competencies lag behind their conceptual endorsement. Insufficient mastery of art theory and aesthetic principles indicates inadequate theoretical coursework proportion or insufficient pedagogical depth within the curriculum structure. Although preschool education teacher candidates possess foundational understanding of "cultivating aesthetic appreciation in young children through instruction," they lack systematic methodological frameworks. Their capacity to implement evidence-based aesthetic education approaches remains limited, potentially attributable to restricted practicum opportunities or inadequate methodological training. While teacher candidates maintain receptive attitudes toward emerging technologies, their operational proficiency may be constrained by limited technical application experience.

Table 6. Preschool Education Teacher Candidates' Aesthetic Education Competency.

Item	Minimum	Maximum	Mean	Standard Deviation
1. Establish the foundational principle that aesthetic excellence constitutes an intrinsic attribute of educational practice, requiring pedagogical implementation in accordance with aesthetic principles	2	5	3.77	0.64
2. Demonstrate disciplinary aesthetic competency and perceptual sensitivity to domain-specific aesthetic dimensions	3	5	3.50	0.62
3. Possess comprehensive knowledge in art theory, artistic practice, art history, aesthetic philosophy, and critical analysis methodologies	2	5	3.02	0.65
4. Exhibit pedagogical expertise in cultivating aesthetic literacy through structured educational interventions within early childhood educational settings	2	5	3.25	0.66

5. Master developmental patterns and age-specific characteristics of aesthetic development in young learners	2	5	3.20	0.60
6. Apply evidence-based aesthetic education methodologies, demonstrating competency in designing, orchestrating, and executing comprehensive aesthetic educational programs	2	5	3.13	0.61
7. Leverage artificial intelligence technologies to enhance aesthetic education delivery and optimize pedagogical outcomes in aesthetic instruction	2	5	3.25	0.66

4. Pathways for Cultivating Aesthetic Education Literacy in Preschool Education Teacher Candidates

Analysis of survey data across five dimensions of aesthetic education literacy among preschool education teacher candidates reveals that while students possess foundational aesthetic education competencies, substantial improvement opportunities exist. Specifically: aesthetic perception capabilities require enhancement in analyzing and appreciating artistic works; cultural comprehension demands deeper understanding of art-culture relationships; artistic expression abilities show weakness in utilizing professional terminology and techniques for creative analysis; creative practice capabilities need strengthening in interdisciplinary knowledge integration and skill application; aesthetic pedagogy competencies require refinement in theoretical foundations and instructional design capabilities.

4.1. Leveraging Arts Courses as Primary Educational Platforms

4.1.1. Transitioning from "Skill-Centered" to "Competency-Integrated" Approaches

Early childhood arts education serves as the principal pathway for implementing aesthetic education in kindergarten settings, necessitating full utilization of art's emotional-educational functions to promote holistic personality development in children. Educational approaches must avoid overemphasizing performance skills or activity outcomes while neglecting children's emotional experiences and attitudinal development during the learning process. Given the substantial proportion of arts courses in preschool education curricula, these programs should maximize their aesthetic education potential by structuring courses according to the logical progression: artistic appreciation → artistic expression and creation → artistic activity design, while avoiding skill-heavy curricula that neglect embodied perception and experiential learning.

Knowledge Foundation (Artistic Appreciation): Implement courses in art theory, practice, history, aesthetic principles, and criticism, including "Introduction to Arts" and "Children's Aesthetic Development," establishing cognitive foundations for aesthetic education.

Skill Development (Artistic Expression and Creation): Establish technical courses such as "Sight-Singing and Ear Training," "Piano Fundamentals," "Vocal Fundamentals," and "Children's Song Selection and Performance" to develop artistic competencies and expressive capabilities.

Application Integration (Artistic Activity Design): Offer comprehensive courses including "Kindergarten Environment Design" and "Early Childhood Arts Education and Activity Guidance," focusing on kindergarten arts instruction design while strengthening theory-practice integration and knowledge-skill application transformation.

These three levels represent not linear progression but spiraling interactive advancement. Different-level courses, while emphasizing core objectives, should integrate artistic appreciation, expression and creation, and activity design knowledge,

skills, emotional attitudes, values, and methodologies. For instance, skill-level courses primarily emphasize technical reinforcement while incorporating appreciation and analysis components, as initial student engagement with aesthetic analysis facilitates enhanced artistic expression.

4.1.2. Constructing Ecological Arts Curriculum Systems

Interdisciplinary curriculum design should foster mutual integration and complementarity among various art forms within arts disciplines and between arts and other disciplines, maintaining beneficial ecological relationships. Given children's strong preference for artistic activities as pedagogical tools, "Arts + Education" courses should integrate multi-domain content within arts instruction, designing comprehensive early childhood arts activities including intra-artistic synthesis (music + visual arts) and cross-curricular integration (arts + health, language, social studies, science), as well as thematic educational activities incorporating music, visual arts, science, social studies, mathematics, health, and physical education around specific themes.

4.2. Establishing "Disciplinary Aesthetic Education" Philosophy: Implementing Education According to Aesthetic Principles

Disciplinary courses should present content through artistic pedagogical approaches, offering "Subject + Aesthetic Education" courses that subtly transmit aesthetic education concepts. By identifying disciplinary aesthetic values, students should appreciate and experience teachers' behavioral beauty, linguistic beauty, pedagogical demeanor, and visual aesthetics (temperament, courseware design, board presentations, demonstrations); disciplinary content should embody natural beauty, scientific beauty, linguistic beauty, humanistic beauty, logical beauty, and cognitive beauty; instructional processes should emphasize emotional activation, resonance, and expression while encouraging individualized expression, cultivating critical thinking and creative expression capabilities, and providing positive value orientation guidance.

4.3. Project-Based Learning (PBL): Student-Centered, Problem-Focused, Outcome-Oriented

Programs may offer "Early Childhood Aesthetic Education and STEAM Integration" courses requiring preschool education teacher candidates to design aesthetic activities incorporating Science (S), Technology (T), Engineering (E), Arts (A), and Mathematics (M), integrating disciplinary knowledge and developing interdisciplinary problem-solving capabilities. Establishing student organizations such as "Preschool Aesthetic Education Research Society" and "Children's Drama Society" through regular workshops and public performances cultivates organizational abilities and artistic cultivation. Industry-academia immersion partnerships with quality kindergartens establish "Aesthetic Education Practice Bases," arranging regular preschool education teacher candidates participation in environmental design and festival planning within authentic contexts to deepen aesthetic education understanding.

4.4. Assessment Mechanism Reform: Supporting Preschool Education Teacher Candidates Aesthetic Education Literacy Enhancement

Current assessment practices predominantly emphasizing "final assignments + regular grades" through papers and model construction while neglecting process evaluation require transformation. Implementing process-based portfolio assessment focusing on embodied participation and developmental outcomes, combining process evaluation (creative journals, participation engagement) with summative assessment (performance exhibitions) evaluates innovation and reflective depth. Integrating aesthetic education practice into comprehensive preschool education teacher candidates evaluation, such as adding aesthetic education modules within co-curricular credit frameworks, motivates students to acquire credits through aesthetic education practical activities.

Funding: Research Outcomes from "Aesthetic Education Literacy Cultivation Pathways for Preschool Education Teacher Candidates at Regional Undergraduate Institutions under the "Aesthetic Education Immersion Initiative" - Yunnan Provincial Department of Education Scientific Research Fund Faculty Project (2025J0992).

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