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Exploration of the Path of Integrating Aesthetic Education into Psychological Educational Work in Colleges and Universities

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Abstract: With the development of society and the deepening of educational reform, the integration of aesthetic education and psychological parenting has become an inevitable trend. The study analyzes the importance of the integration of aesthetic education into psychological education in colleges and universities, and puts forward the practical path for the integration of aesthetic education into psychological education in colleges and universities, including curriculum and teaching reform, the combination of campus cultural activities and mental health education, the integration of educational resources, and the construction and training of teachers' teams. Finally, the future research direction is outlooked, including the continuous optimization of the curriculum system, the innovation and expansion of practical activities, the professional enhancement of the teaching team, and the scientific construction of the evaluation system, etc., so as to contribute to the cultivation of comprehensively-developed college students in the new era.

Keywords: Aesthetic Education; Psychological Education in Colleges and Universities; Path Exploration.

1. Introduction

With the rapid development and change of society, the mental health of college students is receiving more and more attention. The Special Action Plan for Comprehensively Strengthening and Improving Students' Mental Health in the New Era (2023-2025), jointly issued by the Ministry of Education and seventeen other departments, explicitly proposes "promoting mental health through five education programs" and emphasizes the importance of "enriching the mind and heart with beauty, giving full play to the role of aesthetic education in enriching the spirit and warming the soul, and implementing school aesthetic education infiltration actions [1]. This policy background provides clear guidance and support for the integration of aesthetic education into psychological education in colleges and universities. The spirit of Chinese aesthetic education contains the essence of the excellent traditional culture of the Chinese nation, and its rich connotation and distinctive features fit with mental health education in colleges and universities. By deeply exploring the resources in the spirit of Chinese aesthetic education and integrating it into mental health education, the effectiveness of mental health education can be effectively enhanced, thus promoting the overall development of college students.

Although some colleges and universities have actively tried to integrate aesthetic education with mental health education, the current educational practice lacks in-depth excavation and systematic interpretation of the profound connotations of the spirit of Chinese aesthetic education, resulting in students' understanding of beauty is still superficial, and it is difficult to truly touch the depths of the soul. Therefore, how to better integrate the resources of aesthetic education and improve the application effect of aesthetic education in mental health education has become a challenge and opportunity for colleges and universities.

2. The Importance of Aesthetic Education into the Psychological Education of Colleges and Universities

2.1. Promoting the Mental Health of Students

The university stage is the transition stage from adolescence to adulthood, which is the process of personality and spiritual development and maturity, and at the same time facing many contradictions and challenges in academics, emotions and life [2]. By guiding students to appreciate art works and participate in art activities, aesthetic education allows students to temporarily forget their worries and pressures in the experience of beauty, and to obtain tranquility and relaxation of the mind while learning to recognize and express their emotions, and to improve their cognitive and management abilities of emotions. At the same time, works of art often contain human aspirations for a better life and the pursuit of the students in the process of appreciating and creating works of art, can be positive and upward emotional inculcation, to stimulate their love of life and confidence in the future.

2.2. Enhancement of the Overall Quality of Students

Aesthetic education can stimulate students' creativity. Art is the expression of creativity, and by participating in artistic activities, students can exercise their imagination, innovative thinking and practical ability, and develop unique creativity. Aesthetic education can improve students' aesthetic literacy and equip them with the ability to appreciate, create and evaluate beauty. For example, through studying art, music, dance and other art courses, students can learn about the characteristics and aesthetic values of different art forms, and improve their aesthetic level and art appreciation. Aesthetic education can also provide a platform for students to communicate and interact with each other. Through

participation in art activities, students can enhance their teamwork and communication skills.

2.3. Promoting Innovation and Development of Psychological Education in Colleges and Universities

On the one hand, aesthetic education provides new contents and forms for psychological education in colleges and universities. The traditional psychological education work is mainly based on mental health education courses, psychological counseling and psychological counseling and other forms, while aesthetic education can be through art appreciation, art creation, art performance and other forms, so that students can accept psychological education in a relaxing and pleasant atmosphere, and improve the effect of psychological education. On the other hand, aesthetic education can promote the integration of psychological education and professional education. In college education, professional education is the main content of students' learning, and aesthetic education can be used as an auxiliary education means, combined with professional education, to improve students' comprehensive quality and professional ability.

3. The Effective Path of Aesthetic Education Integrating into Psychological Educational Work in Colleges and Universities

3.1. Curriculum and Teaching Reform

Aesthetic education curriculum design. In the design of the aesthetic education curriculum, practical content can be further enriched, such as the addition of handicraft courses, so that students can feel the texture of materials and the joy of creation through hands-on operation. At the same time, the photography course is set up to guide students to capture the beautiful moments of life with the lens, and cultivate students' observation and aesthetic ability. In the curriculum, focus on the combination of theory and practice, not only to teach the knowledge of aesthetics, but also to allow students to experience and create beauty in practice. In addition, personalized aesthetic education courses can be offered according to students' interests and professional characteristics. For example, science and engineering students can offer courses on the integration of science and art, such as computer graphic design, engineering aesthetics, etc., so that students can experience beauty in their professional studies. Arts students can offer literature and art courses, such as poetry writing and recitation, drama performance, etc., to cultivate students' emotional expression and artistic literacy.

Innovative teaching methods. The use of expressive art therapy forms is an innovative teaching method that can enrich the content of innovative courses. In the teaching process, painting therapy can be used to let students express their emotions and inner world through painting. Research has shown that painting therapy can help students release pressure, relieve emotions, and improve self-knowledge and psychological adjustment ability [3]. Music therapy can also be used to let students relax and regulate their emotions in music. Music has a powerful infectious force and healing effect, which can help students relieve anxiety, depression and other bad emotions. Teachers play different types of music to let students feel the rhythm, melody and emotion of music, and guide students to express their moods with music; in addition, students can be organized to create and perform music, so that students can experience the fun of creation and a sense of achievement in music [4]. In addition to painting therapy and music therapy, drama therapy, dance therapy and other forms of expressive art therapy can be used to choose appropriate treatment methods according to the actual situation and needs of students, enrich the content of innovative courses, and improve the teaching effect.

3.2. Integration of Campus Cultural Activities and Mental Health Education

Organize colorful art activities. On the one hand, colleges and universities can hold various art exhibitions, concerts, drama performances, poetry recitations and other art activities, which can not only enrich the after-school life of students, but also improve their aesthetic level and cultural literacy. At the same time, art activities can also be a channel for students to express their emotions and release their pressure, which can play a positive role in promoting students' mental health. On the other hand, students are encouraged to set up art clubs, such as painting clubs, music clubs, dance clubs, etc., to organize various art activities. These clubs can provide students with a platform for communication and learning, and promote the development of their artistic interests and talents.

Campus environment has an important influence on students' psychology. Colleges and universities can create campus environments with aesthetic value by building beautiful campus landscapes, arranging art works and creating a cultural atmosphere. A beautiful campus environment can make students feel happy, reduce the pressure of learning, and at the same time can stimulate students' creativity and imagination. For example, setting up gardens, fountains, sculptures and other landscapes in the campus, and hanging art works in teaching buildings, libraries and other places can create a learning and living environment full of aesthetics for students.

3.3. Integration of Educational Resources

In order to more effectively and efficiently endow students with powerful energy for positive psychological qualities, it is necessary to closely integrate various kinds of rich and diverse educational resources. On the one hand, we can comprehensively integrate all kinds of resources within the school, through the integration and utilization of resources, to carry out a variety of forms of colorful aesthetic and psychological education activities. For example, give full play to the space advantage of the library, organize various art exhibitions, so that students in the process of appreciating a piece of exquisite works of art, to enhance their own aesthetic level; organized reading and sharing activities, students in the process of exchanging and sharing reading experience, and constantly enrich their own inner world, so as to enhance the quality of psychology.

On the other hand, we can also actively expand our off-campus resources and launch extensive and in-depth cooperation with communities, enterprises and cultural organizations, so as to provide students with a broader platform for learning and practice. For example, by cooperating with art museums to carry out study activities, students can come into close contact with those precious art treasures and experience the unique charm of art; by cooperating with enterprises to carry out vocational

experience activities, students can gain a deeper understanding of the specific needs and severe challenges of different occupations, which will greatly enhance their awareness of vocational planning and psychological adaptability.

3.4. Teacher Development and Training

Teachers as the main implementer of educational activities, their professionalism and teaching ability directly affect the effectiveness of the integration of aesthetic education into the psychological education of colleges and universities. Therefore, improving the professionalism of teachers and perfecting the teacher training system is an important guarantee to promote the integration of aesthetic education into psychological education.

Teacher professionalism enhancement. Teachers should have solid knowledge of aesthetic education and psychological parenting skills in order to effectively combine aesthetic education with psychological parenting in their teaching [5].On the one hand, teachers should constantly improve their artistic cultivation and enrich their artistic knowledge and aesthetic experience by attending art trainings, visiting art exhibitions and reading art books. On the other hand, teachers should master the professional knowledge and methods of psychological parenting, such as psychological counseling, psychological counseling and psychological assessment. They can improve their psychological parenting skills by attending psychological training courses and obtaining relevant certificates. In addition, teachers should have the ability of innovative teaching and be able to design creative and attractive teaching activities according to the characteristics and needs of students.

Teacher training system is perfect. Colleges and universities should establish a sound teacher training system to provide teachers with systematic training and learning opportunities. First of all, colleges and universities can regularly organize teachers to participate in thematic training on aesthetic education and psychological education, invite experts and scholars to give lectures and guidance, and help teachers to deeply understand the integration path and methods of aesthetic education and psychological education. Secondly, colleges and universities can carry out teaching observation and exchange activities so that teachers can learn from each other. By observing the classroom teaching of excellent teachers, teachers can learn different teaching methods and techniques and improve their own teaching level. At the same time, teachers can share their teaching experience and insights in exchange activities, and discuss the problems and solutions encountered in teaching together.

4. Outlook for Future Research Directions

The integration of aesthetic education and psychological parenting has achieved remarkable results in college education, but there is still a vast space for development, and the research can be further deepened from the following aspects in the future.

4.1. Continuous Optimization of the Curriculum

At present, many colleges and universities have tried to integrate aesthetic education with mental health education in their curriculum, but the systematicness and depth of the courses have yet to be strengthened. In the future, the types of courses for the integration of aesthetic education and mental education can be further expanded to include not only traditional art courses such as art appreciation and music appreciation, but also courses such as film and television appreciation and literary creation, so as to enrich the students' aesthetic experience and psychological sensibility. At the same time, the relevance and articulation between courses should be strengthened to build a more complete curriculum system. For example, courses of different art forms can be integrated to set up interdisciplinary comprehensive courses, so that students can understand the relationship between beauty and psychology from multiple perspectives.

4.2. Innovative Expansion of Practical Activities

Practical activities are an important carrier for the integration of aesthetic education and psychological education. In the future, on the basis of the existing activities, we can constantly innovate and expand the form and content of practical activities. On the one hand, more diversified brand and theme activities can be carried out in accordance with the characteristics of the times and the needs of students. On the other hand, we can strengthen the connection between practical activities and social resources to provide students with more practical opportunities and platforms. For example, cooperation with art organizations and psychological counseling agencies to carry out off-campus practical activities, so that students can feel the power of beauty and psychology in a real social environment; inviting artists, counselors and other professionals to the campus to carry out lectures, workshops and other activities, so as to broaden students' horizons and thinking.

4.3. Professional Upgrading of the Teaching Force

Teachers are a key factor in the integration of aesthetic education and psychological education. On the one hand, teachers' aesthetic education teaching level and psychological counseling ability can be improved through training and seminars. For example, teachers can be organized to participate in thematic training on the integration of aesthetic education and psychological parenting to learn advanced teaching concepts and methods; teachers can be encouraged to carry out teaching research and practical exploration to constantly sum up their experiences and improve the quality of teaching. On the other hand, a mechanism for teacher exchanges and cooperation can be established to promote exchanges and cooperation among teachers of different disciplines. For example, it is organized for teachers of aesthetic education and psychology teachers to jointly prepare lessons and conduct teaching seminars, so as to achieve complementarity of advantages and jointly improve teaching effects.

4.4. Scientific Construction of the Evaluation System

A scientific evaluation system is an important guarantee for promoting the integration of aesthetic education and psychological education. In the future, a more scientific and comprehensive evaluation system needs to be constructed to make an objective and accurate evaluation of the integration effect. On the one hand, it can be evaluated from multiple dimensions such as students' aesthetic ability, psychological

quality, innovation ability, etc., and comprehensively consider the overall development of students. For example, questionnaires, psychological tests, work evaluation and other methods are used to assess the learning effect of students; student growth files are established to record the growth history of students in the process of integration of aesthetic education and psychological education [6]. On the other hand, it can evaluate the teaching effect of teachers and motivate them to improve their teaching level continuously. For example, teachers' teaching quality can be evaluated through student evaluation, peer evaluation, and display of teaching results; a teacher incentive mechanism can be established to recognize and reward teachers who have outstanding performance in the integration of aesthetic education and psychological parenting.

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