

Exploration and Practice of the "Three-in-One" Aesthetic Education Model

-- A Case Study of Hulunbuir University

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Abstract: With the continuous development of new educational philosophies, aesthetic education has gradually become a key component in the comprehensive cultivation of students and the enhancement of campus cultural atmosphere in higher education. Hulunbuir University, leveraging its unique regional culture and ethnic characteristics, actively explores the "Three-in-One" aesthetic education model. By combining classroom teaching, extracurricular practice, and cultural immersion, the university has established a distinctive aesthetic education practice system with regional features. This paper takes Hulunbuir University as the research subject, discussing the construction and implementation paths of the "Three-in-One" aesthetic education model from both theoretical and practical perspectives. The research employs methods such as literature analysis, case studies, and field research to systematically explore the core content, implementation results, and optimization strategies of this model. The paper not only summarizes Hulunbuir University's innovative experiences in aesthetic education but also provides improvement suggestions for current issues, aiming to offer practical references and theoretical support for aesthetic education in higher education. The significance of this research lies in promoting the deep integration of aesthetic education with the goal of students' overall development in universities, while providing a practical model with demonstrative and promotional value for the development of aesthetic education in local universities.

Keywords: Aesthetic Education Curriculum; "Three-in-One" Education Model; Higher Education Institutions.

1. Research Design

1.1. Research Methods

Literature Analysis: Collect and analyze domestic and international research on aesthetic education theory and the "Three-in-One" model to understand the current research status and development trends.

Case Study: Use Hulunbuir University as a case study to examine the construction process and practical experience of its "Three-in-One" aesthetic education model.

Field Research: Conduct on-site visits and in-depth interviews to gather actual operational data and feedback on classroom teaching, extracurricular practices, and cultural immersion.

1.2. Research Purpose

This study aims to explore the practical path of the "Three-in-One" aesthetic education model at Hulunbuir University and its impact on enhancing students' quality, campus culture, and regional culture, while proposing optimization strategies and suggestions for further promotion.

1.3. Research Objectives

Construct an aesthetic education model that aligns with the new era's educational concepts, providing an effective path for students' comprehensive development.

Promote the organic integration of ethnic culture and modern aesthetic education practices, advancing the inheritance and innovation of regional culture.

1.4. Necessity of the Study

Policy Demand: The new era's education requires the comprehensive development of morality, intelligence,

physical fitness, aesthetics, and labor. Aesthetic education, as an essential part of holistic education, is becoming increasingly prominent in the higher education system.

Practical Demand: Hulunbuir University has rich ethnic cultural resources, but its systematic development and application in aesthetic education are insufficient. There is an urgent need to innovate practical models to enhance students' aesthetic literacy and cultural identity.

Academic Demand: Existing research mainly focuses on the theoretical aspect of aesthetic education, with limited systematic studies on higher education's aesthetic education practices, especially the "Three-in-One" model, highlighting the need to fill this research gap.

1.5. Research Questions

What is the construction logic and practical path of the "Three-in-One" aesthetic education model at Hulunbuir University?

What is its role in enhancing students' overall quality and promoting regional cultural inheritance?

What problems exist in the current implementation of the model, and how can it be optimized?

1.6. Research Hypothesis

The "Three-in-One" model, through the combination of classroom teaching, extracurricular practice, and cultural immersion, enhances students' aesthetic abilities, cultural identity, and innovation capabilities. The practical experience of Hulunbuir University has promotional value, but it needs to be adjusted according to the unique characteristics of different universities.

2. Overview of the "Three-in-One" Aesthetic Education Model at Hulunbuir University

2.1. The Connotation and Characteristics of the "Three-in-One" Model

Definition of the "Three-in-One" Model: The "Three-in-One" model combines classroom teaching, extracurricular practice, and cultural influence, and through the interaction of these three elements, it comprehensively promotes the enhancement of students' aesthetic literacy, innovation ability, and cultural identity.

The "Three-in-One" aesthetic education model is a holistic educational system with classroom teaching at its core, extracurricular practice as its extension, and cultural influence as its support. Classroom teaching serves as the foundation of aesthetic education, helping students acquire aesthetic knowledge through systematic curriculum design and teaching methods. Extracurricular practice is an important complement, providing a platform for students to integrate theory with practice. Cultural influence enhances students' cultural literacy and aesthetic emotions through the subtle impact of the environment. The interrelationship and synergistic effect between the three—classroom teaching, extracurricular practice, and cultural influence—work together to form the overall function of the aesthetic education model: classroom teaching provides the theoretical foundation, laying a solid base for students' aesthetic cognition and ability development. Extracurricular practice, through diverse activities and real-life experiences, applies theory to practice, enhancing students' engagement and creativity. Cultural influence, through the campus environment and the construction of spiritual culture, subtly shapes students' aesthetic tastes and values. The organic integration of these three elements creates synergy, maximizing the achievement of aesthetic education goals and providing multidimensional support for students' overall development.

2.2. Theoretical Support

Aesthetic Theory: The construction of the "Three-in-One" educational model is profoundly influenced by aesthetic education theory. Aesthetic education emphasizes the enhancement of students' aesthetic ability, emotional experience, and creativity through the influence of art and aesthetics. Aesthetic education theory holds that aesthetics is not merely the acquisition of knowledge but a process of emotional and value-based experience, which aligns closely with the "Three-in-One" model's emphasis on experiential learning and cultural influence. Educational Theory: The concept of comprehensive development in education advocates for the simultaneous promotion of moral, intellectual, physical, aesthetic, and labor education, with the goal of fostering the overall development of students. The "Three-in-One" model, centered around aesthetic education, emphasizes the integration of knowledge transmission, practical experience, and value guidance, reflecting the application of the comprehensive development educational perspective in the field of aesthetic education. This model not only focuses on students' knowledge and abilities but also values the holistic cultivation of their emotional attitudes, cultural identity, and social responsibility.

The Cultural Context and Ethnic Education Values of

Hulunbuir College: Hulunbuir College is located in a multi-ethnic region with a rich and diverse cultural background, including resources from the Mongol, Daur, and Evenki ethnic groups, among others. These cultural resources provide a solid foundation for aesthetic education. The implementation of the "Three-in-One" model closely connects ethnic culture with aesthetic education. On one hand, classroom teaching imparts knowledge of grassland culture and arts; on the other hand, students participate in local cultural research and artistic practice activities, which enhances their sense of cultural identity and pride. Additionally, through campus cultural development, ethnic cultural elements are integrated into daily academic and campus life, comprehensively improving students' cultural literacy and aesthetic ability.

3. Implementation and Effectiveness of the "Three-in-One" Aesthetic Education Model

3.1. Implementation of Aesthetic Education in Classroom Teaching

In terms of curriculum design and teaching objectives, Hulunbuir College, integrating local ethnic cultural characteristics, has developed a series of aesthetic education courses, such as grassland culture and art appreciation, ethnic dance, and traditional instrument performance. These courses aim not only to enhance students' artistic cultivation but also to foster a sense of cultural identity and awareness of cultural heritage related to grassland culture. Additionally, the college emphasizes interdisciplinary integration in its curriculum design, combining aesthetic education with subjects like history and literature to provide students with a multidimensional aesthetic experience.² Innovative Practices in Teaching Content and Methods: In terms of teaching content, Hulunbuir College stresses the combination of theory and practice. For example, in ethnic arts courses, students not only learn traditional art forms but also attend live demonstrations and lectures by intangible cultural heritage (ICH) inheritors. As for teaching methods, a variety of approaches such as case analysis, situational teaching, and art experiential teaching are employed to enhance classroom interaction and engagement. Notably, with the support of multimedia technology, students can use virtual reality (VR) to experience the grasslands, further stimulating their aesthetic interest and creativity.

3.2. Integration of Aesthetic Education in Extracurricular Practices: Campus Cultural Activities (Art Festival, Exhibitions, Competitions)

Every year, Hulunbuir University holds the "Prairie Art Festival," which includes activities such as folk song competitions, ethnic dance performances, and art exhibitions, providing students with a platform to showcase their talents and experience an artistic atmosphere. Additionally, the university organizes various art competitions for students, such as traditional Mongolian costume design contests and ethnic musical instrument performances. These competitions encourage students to stimulate their creativity through competition while also serving as a bridge for the dissemination of outstanding culture.

3.3. Social Practice Activities (Ethnic Cultural Research, Artistic Activities)

The university emphasizes extending students' aesthetic education into social practice. Students are organized to conduct ethnic cultural research in pastoral areas, experience grassland life, learn traditional arts, and record the current status and stories of intangible cultural heritage. Furthermore, the university encourages students to participate in art public service activities, such as promoting ethnic arts in communities and offering art education support to rural schools. These practical activities not only broaden students' horizons but also enhance their sense of social responsibility and awareness of cultural heritage.

3.4. The Unique Charm of Culture in Cultural Education

Campus Cultural Environment Construction (Campus Design, Artistic Atmosphere)

Hulunbuir University uses campus design as a medium to incorporate ethnic cultural elements into the campus landscape. For example, the exterior design of buildings such as teaching buildings and libraries integrates grassland cultural symbols such as yurts and leleche, while the campus greenery reflects the ecological features of the grassland. In addition, the university has set up an ethnic culture display area, showcasing grassland cultural art works through sculptures, murals, and other forms, creating a strong artistic atmosphere for students.

3.5. Transmission of Campus Spiritual Culture (School Motto, School Ethos)

Hulunbuir University integrates the culture of the grassland and ethnic spirit into the core values of the school through the construction of the school motto and ethos. For example, the core concept of "Promoting Prairie Culture and Practicing Ethnic Unity" is conveyed through various forms, transmitting the openness, inclusiveness, and innovative spirit of grassland culture. At the same time, through art lectures, cultural salons, and other activities, the essence of the school motto is integrated into students' daily learning life, subtly influencing their spiritual culture and guiding their values.

Through the coordinated advancement of classroom teaching, extracurricular practice, and cultural influence, Hulunbuir University has developed a "three-in-one" aesthetic education model with distinct local characteristics. This model not only meets the comprehensive development needs of students but also provides strong support for the inheritance and innovation of regional culture.

3.6. Analysis of the Effectiveness of the "Three-in-One" Aesthetic Education Model

1.Improvement of Students' Comprehensive Quality: Through the "Three-in-One" model, students' aesthetic ability, cultural identity, and innovative spirit have been significantly enhanced. They have gained a deep understanding of grassland cultural arts and demonstrated higher levels of artistic cultivation and creativity in music, dance, painting, and other areas. At the same time, students have developed a greater love for ethnic culture, actively participating in cultural inheritance, and injecting vitality into regional cultural innovation by designing grassland-themed art and developing cultural derivatives.2. Optimization of Campus

Cultural Atmosphere: This model has enriched campus cultural activities and strengthened teacher-student interaction. Teachers participate in art practice projects both as guides and participants, thus fostering closer relationships with students. Activities such as art festivals and exhibitions have become more professional and aligned with student interests, attracting participation from external cultural organizations, which has improved the quality of cultural activities and increased student engagement.3. Regional Cultural Inheritance and Innovation: The college focuses on grassland culture and promotes the inheritance and innovation of local ethnic culture. Students are organized to record intangible cultural heritage and preserve traditional art forms. Through school-enterprise cooperation and cultural promotion activities, the spread of grassland culture has been expanded. Regional cultural exchange activities have also been held to promote interaction and integration between ethnic cultures. The "Three-in-One" aesthetic education model has achieved comprehensive student development while promoting the inheritance and innovation of local culture, becoming a model case in higher education aesthetic education. Through a comprehensive analysis of the three levels of students, campus, and regional culture, it is evident that the "Three-in-One" aesthetic education model at Hulunbuir University has achieved remarkable results, not only accomplishing comprehensive student development within education but also promoting the inheritance and innovation of regional culture on a broader societal level, thus becoming a model for aesthetic education in universities.

4. Challenges and Prospects of the "Three-in-One" Aesthetic Education Mode

1. Main Issues Presently Existing. Lack of Connection Between Classroom Teaching and Extracurricular Practice: Despite the remarkable achievements of the "Three-in-One" model, the organic integration of classroom teaching and extracurricular practice still needs to be strengthened. In practice, there is a lack of systematic connection between the aesthetic education theories taught in the classroom and the practical activities, leading to some students being unable to effectively apply classroom knowledge into practical abilities during extracurricular activities. Additionally, the design of extracurricular activities sometimes fails to fully consider students' academic pressure and interests, which affects their enthusiasm to participate.2. Limitations in Teacher Team Development and Resource Support: Aesthetic education requires a high level of artistic literacy and interdisciplinary capabilities from teachers, and the existing faculty is insufficient to fully meet the needs of both teaching and practice. Furthermore, limitations in resources such as funding, venues, and equipment also constrain the deeper implementation of the "Three-in-One" model, particularly in extracurricular practice and cultural cultivation, where the diversity and coverage of activities are restricted.

5. Suggestions for Improvement

5.1. Strengthen Top-Level Design and Resource Integration

Enhance the scale and influence of activities.

5.2. Improve Teachers' Aesthetic Education Literacy and Innovation Abilities

Through specialized training, academic exchanges, and teaching practice, improve teachers' professional competence and innovative abilities in the field of aesthetic education. Encourage teachers to engage in artistic creation and research projects to enhance their artistic expression abilities and cultural identity. Additionally, introduce high-level artistic talents to optimize the teacher structure and provide higher-quality teaching and practical guidance for students. Deepen school-local cooperation, integrating the university's aesthetic education practices with the development of local cultural industries.

5.3. Theoretical Significance and Practical Value of the "Three-in-One" Aesthetic Education Model

Through the organic combination of classroom teaching, extracurricular practice, and cultural cultivation, the "Three-in-One" model provides a systematic solution for aesthetic education in universities. Its theoretical significance lies in enriching the aesthetic education theory system, while its practical value is reflected in enhancing students' comprehensive quality, optimizing campus cultural atmosphere, and promoting the inheritance and innovation of regional culture, offering a valuable example for aesthetic education work in local universities.

5.4. Reflections on Future Optimization of Aesthetic Education Models

Future research can further focus on specific optimization measures for the implementation of the "Three-in-One" model.

6. Conclusion

Through research and analysis, the "Three-in-One"

aesthetic education model has demonstrated its important position and broad prospects in higher education. Future work should be based on regional characteristics and societal needs, continuously optimizing the details of the model, and exploring broader practical paths to contribute to the development of aesthetic education in the new era at Hulunbuir University.

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