

Digital Aesthetic Education: Empowering Innovation and Practice of Traditional Culture

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Abstract: With the rapid development of digital technology, “Internet+” education is gradually becoming one of the core trends in educational and teaching reforms. Against this backdrop, digital aesthetic education, as an emerging educational model, has significantly promoted the overall quality of students, especially in the cultivation of aesthetic quality and humanistic emotions. This paper will start from the concept of digital aesthetic education, analyze the current status and future trends of digital aesthetic education from multiple dimensions such as digital resource sharing, digital aesthetic education curriculum system, and digital evaluation, in order to provide ideas and references for cultural education in the digital age.

Keywords: Digital Aesthetic Education; Traditional Culture; Digital Learning; Educational Model; Curriculum System

1. Introduction

The vigorous development of information technology has ushered in a new stage of rapid growth for educational informatization, which has become a key driving force in promoting the modernization of education and has had a profound impact on the development and transformation of education. Under this background, school aesthetic education, as a key part of quality education, is of great significance in promoting the modernization of education. Digital aesthetic education, as a new trend in school aesthetic education teaching reform, not only represents a new model that promotes the creative transformation and innovative development of excellent traditional Chinese culture but also is an important way to improve students aesthetic literacy and enhance their identification with Chinese culture.

The essence of traditional Chinese culture constitutes the spiritual foundation of the Chinese nation and is also a key source for

cultivating the core value system of young students. In contemporary times, the innovative transformation and development of excellent traditional Chinese culture require corresponding educational models for support, which is also a key path for educational reform and development. Digital aesthetic education, as a result of the deep integration of information technology and aesthetic education teaching, uses information technology as the main carrier and tool, digitizes traditional artistic and cultural resources, and integrates them into classroom teaching to promote the innovation of aesthetic education teaching models. Digital aesthetic education has broken the traditional aesthetic education model centered on teachers with students in a passive position, instead constructing a new teaching model with students as the main body, teachers as guides, and teacher-student interaction and exchange as the core. It enables traditional artistic and cultural resources to enter the classroom, integrating traditional culture with modern information technology, opening up a new path for the innovation of traditional artistic and cultural innovation. Digital aesthetic education represents a new attempt to creatively transform and innovatively develop excellent traditional Chinese culture, continuously using digital technology to innovate the methods of aesthetic education, optimize the content and evaluation mechanisms of aesthetic education teaching, and inject new momentum into the inheritance and development of excellent traditional Chinese culture.

2. Collaborative Development: Creating a New Pattern for Digital Aesthetic Education Resource Sharing

Firstly, building a digital resource sharing platform is the primary task. Within the scope of digital aesthetic education, the creation of digital resources plays a central role. With the advent of the digital age, social resources have become more diversified, and public demands

have tended to be personalized. The digital aesthetic education resource-sharing platform can meet these diversified and personalized needs, promoting the sharing of high-quality educational resources across different regions. Such digital platforms can not only provide a wide range of teaching resources for schools but also promote the balanced distribution of educational resources.^[1] Schools should increase investment in the development of digital aesthetic education resources, making full use of platforms such as "Cloud Chenggong" to integrate high-quality digital aesthetic education resources. Currently, the "Cloud Chenggong" platform has established a course resource library that includes national, provincial, city, and school levels. Teachers can obtain necessary course resources from the national, provincial, and city levels when preparing lessons; students can also obtain high-quality course resources through the school platform during the learning process. In addition, the "Cloud Chenggong" platform also has digital aesthetic education functions, enabling teachers to remotely guide students. The construction and application of these digital platforms are of great significance for promoting the development of digital aesthetic education. For example, schools can upload art teaching videos through the "Cloud Chenggong" platform, allowing students and parents to watch high-quality art teaching videos online at any time; teachers can also provide remote teaching guidance through this platform.

Secondly, building a digital aesthetic education resource library is of utmost importance. The resource library is an important tool for teachers to conduct teaching. When schools promote aesthetic education teaching reform, they should focus on building a digital aesthetic education resource library, make full use of the advantages of digital resources and platforms, enrich aesthetic education teaching content, and improve the quality of aesthetic education teaching. The arrival of the digital age has made the application scenarios of information technology more extensive. Carrying out aesthetic education teaching on digital platforms can, on the one hand, expand the content and form of traditional culture and art courses; on the other hand, it can also offer high-quality courses on digital platforms to enrich students aesthetic experiences.^[2] In addition, the

establishment of a digital aesthetic education resource library can also help teachers quickly screen teaching resources and conduct online exchanges, optimizing teaching methods and approaches. Therefore, schools should establish a digital aesthetic education resource library to provide new ideas for the inheritance and innovation of traditional culture.

Thirdly, constructing a digital aesthetic education teaching platform is a necessary action. In terms of the inheritance and innovation of traditional culture, the establishment of digital platforms has become an effective strategy. When schools undertake aesthetic education teaching reforms, they can use these platforms to build a comprehensive aesthetic education teaching resource library, providing customized teaching materials for teachers and collecting teaching feedback through digital technology, thereby stimulating students active learning and enhancing their aesthetic literacy. Firstly, digital platforms can match course content with students individual learning needs. By building an aesthetic education course resource library, digital platforms can meet the teaching needs of different grades and subjects, assisting teachers in implementing differentiated teaching. In aesthetic education teaching, teachers can utilize the diverse presentation methods of digital platforms to enrich classroom content, thereby improving students aesthetic appreciation. Second, digital platforms can provide personalized learning materials based on students' needs, and students can get answers to their questions during the learning process on the digital platform, which can stimulate their learning enthusiasm. Thirdly, digital platforms can further promote communication and interaction between teachers and students. By establishing digital communication channels, not only can interaction between teachers and students be enhanced, but under the guidance of teachers, it can also promote students self-driven learning, creative thinking, self-reflection, and personal growth.^[3]

3. Innovation Driven, Building a New System for Digital Aesthetic Education Curriculum

In the digital age, the construction of digital aesthetic education courses has become a hot topic in the field of education. It can not only enrich students learning content and expand their horizons but also effectively improve

students aesthetic abilities. With the continuous popularization of information technology in the field of education, the construction of digital aesthetic education courses has become an important way for schools to carry out aesthetic education teaching reform. [4]

Firstly, interdisciplinary integration accelerates the innovative application of digital course resources. In the construction of digital course resources, schools can use digital platforms to implement interdisciplinary integrated art education courses. This interdisciplinary teaching method can effectively combine resources from different subjects. For example, integrating fine arts with music, language arts with mathematics, and other subjects can not only stimulate students enthusiasm for learning but also help improve their comprehensive quality. In the "Interactive Interface Design" course at Shanghai Universitys Shanghai Academy of Fine Arts, there is such a practice. The course closely integrates digital technology and discusses the educational concept of "what is beauty, why pursue beauty, and how to create beauty," aiming to cultivate students ability to identify, feel, appreciate, and create beauty. [5]

Secondly, the combination of online and offline expands the practical space of digital platforms for aesthetic education. The use of digital platforms also provides new practical spaces and means for aesthetic education courses. [6] For example, in the "Cloud Chenggong" project, schools have built an online and offline combined art practice activity space, carrying out teaching through online live broadcasting and offline interaction. This model can not only increase student participation but also allow students to more deeply understand and master aesthetic education knowledge in practice. In the "Cloud Chenggong" project, the "Reading a Book Together" online exchange activity organized by the school is a good example. It has achieved innovation and transformation in aesthetic education teaching from form to content through a combination of online and offline methods.

Thirdly, personalized resource supply increases the regional practice of digital aesthetic education. Another important aspect of digital aesthetic education course construction is the provision of personalized learning resources. In provinces such as Zhejiang and Guangdong, the advantages of "Internet+" are fully utilized and effectively integrated into various aspects of

school aesthetic education, allowing aesthetic education to soar in the "cloud," stimulating students imagination and aesthetic cognition, and effectively solving the problem of uneven distribution of aesthetic education resources. [7] For example, Zhejiang Province has built a characteristic "Internet+Song Yun" aesthetic education brand through digital empowerment, exploring the use of cloud exhibitions, digital cultural relics, virtual performances, holographic technology, and other means to promote the inheritance and innovation of Chinese civilization.

4. Improvement through Evaluation: Building a New Framework for Digital Aesthetic Education Assessment

In recent years, aesthetic education assessment has faced high objectivity and difficulty, leading to a knowledge-oriented trend in evaluations. Many universities have adopted simplified methods for aesthetic education assessment, drawing on evaluation models from other disciplines, and using direct methods such as exams or participation in aesthetic activities for evaluation. While this method can measure students performance in aesthetic knowledge and activities to some extent, it is not sufficient to fully reflect students aesthetic literacy and the achievement of educational goals. The introduction of digital technology offers a possibility to break through this bottleneck. With the support of big data systems, digital technology can make precise recommendations and optimizations through algorithms, achieving personalized data analysis. Digital portrait technology has emerged on this basis, and with the development of big data technology, the accuracy of digital portraits is also continuously improving. Using digital evaluation tools such as big data and algorithms can not only improve the efficiency and accuracy of evaluation work but also enrich evaluation methods by creating "immersive" learning environments for students through virtual reality (VR) and augmented reality (AR) technologies. In addition, organizing students to participate in art exhibitions, performances, competitions, and other practical activities can more directly assess students aesthetic abilities and creativity. [8]

In the application process of digital aesthetic education, establishing a scientific and comprehensive evaluation system is crucial.

This system can monitor students learning situations in real-time and provide feedback to teachers, thereby optimizing teaching methods and improving teaching quality. Through real-time monitoring, multi-dimensional feedback, enhancement of teaching method application capabilities, and the construction of intelligent evaluation platforms, the digital aesthetic education evaluation system is gradually achieving scientification and objectification, providing strong technical support and practical cases for the reform and development of aesthetic education. The establishment of this evaluation system can not only more accurately measure students aesthetic literacy but also provide valuable data support for educators to develop more effective teaching strategies, promoting deeper development of aesthetic education.^[9]

Firstly, build a comprehensive digital evaluation system. The digital evaluation system can monitor students participation and interaction in the classroom in real-time. For example, teachers can assess whether students have understood the knowledge learned and mastered the necessary skills by observing their expressions and reactions. This real-time monitoring and feedback mechanism can help teachers adjust teaching methods in time to better meet students learning needs. As Professor Zhen Wei from the School of Art and Media at Beijing Normal University pointed out, the significant increase in digital educational resources and the diversification of learning scenarios have provided new opportunities for the reform of aesthetic education evaluation.

Secondly, enhance the multifaceted feedback mechanisms of digital teaching. This enhancement includes teachers evaluations of students work, feedback on students learning progress, and self-assessment of teachers teaching abilities and qualities. This multi-angle feedback mechanism can improve interaction between teachers and students, increasing the efficiency of communication. For example, Dongcheng District in Beijing has established a resource-sharing platform and a database for the assessment of primary school students artistic qualities, recording the learning outcomes of art courses in real-time in the database, automatically generating students growth files, and providing a quantified evaluation system for students artistic qualities.^[10]

Lastly, improve the effective use of digital

teaching methods. Enhancing the use of digital teaching methods is key to improving the quality of digital aesthetic education. Artificial intelligence-assisted homework grading and big data analysis can better evaluate teaching effectiveness. Digitally recording students learning processes through images, videos, text, and other means can help students review learning content, improve learning quality, and also form personalized aesthetic education reports. This intelligent evaluation platform can significantly enhance the implementation of aesthetic education evaluation and improve teachers aesthetic education teaching levels. Currently, some schools face issues such as insufficient hardware facilities, poor teacher application capabilities, and lack of emphasis on the application of digital aesthetic education teaching methods. In response to these issues, schools need to strengthen the training of the use of digital aesthetic education teaching methods.^[11] For example, the "Modern Fields" project at Shanghai Universitys Shanghai Academy of Fine Arts integrates aesthetic education activities into schools and society through art rural construction activities, allowing everyone to "play with art" and providing the public with opportunities to "learn art" through linked teaching courses. This practice not only improves students aesthetic literacy but also provides new avenues for teachers practical teaching.

5. Conclusion

Digital aesthetic education, as a product of the "Internet+" era, has gradually evolved into an innovative educational model. It uses digital resources as the foundation and digital evaluation as a tool, playing a key role in the inheritance and innovation of traditional culture. Digital aesthetic education not only promotes the dissemination and inheritance of culture but also drives the creative transformation and innovative development of traditional culture through digital means. In this transformation process, schools need to increase their emphasis on digital resource construction and increase investment. Schools should innovatively transform and develop existing digital resources, integrate, optimize, develop, and apply existing curriculum resources, and explore a digital curriculum construction plan that matches the characteristics of school education and teaching. For example, according to the "2019 National

Educational Development Statistical Bulletin” released by the Ministry of Education, the investment of China’s higher education institutions in digital resource construction has been increasing year by year, laying a solid material foundation for the development of digital aesthetic education.

Furthermore, in the practice of aesthetic education, schools should fully play a leadership role and use digital technology to achieve deep integration of online and offline teaching. Teachers also need to continue to explore the impact and functions of digital technology in the inheritance and innovation of traditional culture, and based on their own experience in the development and application of digital resources in aesthetic education, explore digital aesthetic education resources suitable for children learning with students. For example, the "Digital Art and Design" course launched by the Academy of Arts & Design, Tsinghua University is a successful case of combining digital technology with art and design education.

At the same time, establishing a sound digital aesthetic education evaluation system and related systems is crucial for the healthy development of digital aesthetic education. A data-based aesthetic education evaluation system helps colleges and universities to understand and understand students in terms of aesthetic knowledge, aesthetic abilities, aesthetic emotions, and aesthetic ideals. Digital aesthetic education, as an emerging educational method, puts forward new requirements for school teaching reform and the improvement of students’ overall quality. However, in the practice of digital aesthetic education, there are still issues such as the lack of unified digital resource construction standards and effective ways of digital evaluation. To promote the development of digital aesthetic education and improve the quality of digital education, the joint efforts of all sectors of society are needed. For example, according to the “China Education Modernization 2035” plan, by 2035, China will achieve educational modernization, and digital aesthetic education, as an important part of it, requires the joint efforts of policy support, capital investment, technology research and development, and talent training.

In summary, the development of digital aesthetic education is a systematic project that requires the joint efforts of schools, teachers,

policy makers, and technology developers to achieve the optimal allocation of educational resources and the overall improvement of educational quality. By building a scientific evaluation system and continuous technological innovation, digital aesthetic education is expected to play a more important role in the field of education in the future.

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