

# Research on the Synergistic Development of the Construction of the Aesthetic Education System and the Function of Ideological and Political Education in Higher Vocational Colleges in the New Era

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**Abstract:** *The synergistic relationship between the construction of the aesthetic education system and the educational function in higher vocational colleges has become an important issue for the connotative development of vocational education. This study focuses on the structural characteristics of the aesthetic education system in higher vocational colleges and its inherent overlapping mechanism with the educational function, and it systematically explores this issue from three dimensions: theoretical foundation, structural elements, and synergistic pathways. This study elucidates the intrinsic connection between aesthetic literacy and value shaping, clarifies the educational dimensions constituted by aesthetic perception, aesthetic judgment, and aesthetic creativity, and establishes reception aesthetics, pragmatist aesthetics, constructivist learning theory, and humanistic educational thought as the theoretical foundations. Furthermore, from the three levels of curriculum design, teaching activities, and campus cultural environment, this study analyzes the overlapping mechanisms among aesthetic experience and value transmission, emotional awakening and identity formation, and the creation of environmental aesthetics and implicit educational functions. It then proposes structured implementation pathways, including the interactive embedding of aesthetic education content with educational orientation, the integrated cultivation of teaching subjects' aesthetic awareness and educational competence, and the synergistic presentation of aesthetic development and humanistic values in evaluation mechanisms, so as to provide a theoretical reference for the systematic construction of the aesthetic education system in higher vocational colleges.*

**Keywords:** *Aesthetic Education in Higher Vocational Colleges; System Construction; Educational Function; Synergistic Mechanism; Aesthetic Literacy*

## Introduction

Vocational education, as a type of education, has its talent cultivation bearing the dual orientation of technical skill acquisition and overall literacy development. Aesthetic education, with its perceptual education characteristics and humanistic cultivation functions, has become increasingly prominent in the vocational education system. It not only undertakes the task of cultivating aesthetic perception, aesthetic judgment, and aesthetic creativity but also subtly influences learners' value orientations and spiritual pursuits. At present, the construction of the aesthetic education system in higher vocational colleges faces problems such as the separation between aesthetic education and educational functions and the lack of a clear synergistic mechanism. Therefore, it is urgent to clarify the internal relationship between the two at the theoretical level. Through a systematic analysis of the theoretical foundation, structural elements, and synergistic forms of the aesthetic education system in higher vocational colleges, this study reveals the internal connections among aesthetic experience and value transmission, emotional awakening and identity formation, and environmental creation and implicit educational functions, thereby providing theoretical support for the transformation of aesthetic education in higher vocational colleges from fragmentation to systematic construction.

## **1. The Theoretical Foundation and Educational Logic of the Aesthetic Education System in Higher Vocational Colleges**

### ***1.1 The Intrinsic Relationship Between Aesthetic Literacy and Value Shaping***

Aesthetic literacy, as an individual's comprehensive ability to perceive, judge, and create beauty, inherently involves the sedimentation and internalization of value orientations in its formation process. Aesthetic activities are not purely emotional expressions or formal appreciations; rather, they are processes in which the subject recognizes and accepts the meaning structures carried by the object while experiencing the formal beauty of that object. In this process, aesthetic judgment and value judgment display a high degree of isomorphism. Through the recognition of aesthetic categories such as harmony, order, and implication, the individual gradually establishes a deep understanding of his or her own way of existence and that of society. Because aesthetic literacy cultivated by higher vocational colleges focuses on perceptual experience and formal comprehension in vocational scenarios, value shaping is more directly embedded into the individual's professional cognition and vocational behavior, thereby forming an internal mechanism in which aesthetic awareness and value identity support and deepen each other.

### ***1.2 The Educational Dimension in the Goals of Aesthetic Education in Higher Vocational Colleges***

The setting of aesthetic education goals in higher vocational colleges transcends the purely technical orientation of cultivating aesthetic abilities, and it inherently points to the perfection of learners' overall personality and the enhancement of their professional literacy. From the perspective of the educational dimension, the goals of aesthetic education in higher vocational colleges can be broken down into three interrelated levels. First, the cultivation of aesthetic perception enables learners to keenly capture the formal beauty and humanistic implications in vocational contexts. Second, the enhancement of aesthetic judgment guides learners to form an autonomous and rational appreciative stance when facing diverse aesthetic objects. Third, the stimulation of aesthetic creativity encourages learners to transfer aesthetic thinking to professional practice, thereby achieving an internal unity between technical operation and artistic expression. These three levels together constitute the unique educational pathway of aesthetic education in higher vocational colleges, which not only respects the applied and practical nature of vocational education but also organically integrates the humanistic spirit and value cultivation functions carried by aesthetic education into the entire process of talent cultivation<sup>[1]</sup>.

### ***1.3 The Aesthetic Foundation and Educational Principles of System Construction***

The construction of the aesthetic education system in higher vocational colleges requires the theoretical basis of aesthetic theory and the deep logic of pedagogy. At the aesthetic level, reception aesthetics emphasizes the two-way construction of subject and object in aesthetic activities, which provides theoretical support for understanding the aesthetic experiences of higher vocational students in professional contexts. Pragmatist aesthetics focuses on the continuity between aesthetic experience, daily life, and professional practice, which aligns with the contextual and embodied cognitive characteristics of vocational education. At the pedagogical level, constructivist learning theory reveals the active constructive role of learners in the generation of aesthetic experience, and it emphasizes the deepening of aesthetic cognition through authentic situations and embodied experiences. Humanistic educational thought, from the perspective of learners' holistic development, establishes the indispensable position of aesthetic education in the vocational education system. These aesthetic foundations and educational principles intertwine with each other, providing a theoretical basis for the systematic construction of the aesthetic education system in higher vocational colleges, so that aesthetic education is no longer an external addition to vocational education but becomes an inherent and organic component of it.

## **2. Structural Elements of the Aesthetic Education System and the Overlapping Mechanism of the Educational Function**

### ***2.1 Aesthetic Experience and Value Transmission in Curriculum Design***

#### ***2.1.1 The Structural Embedding of Curriculum Content***

The selection and organization of curriculum content embed aesthetic elements as an integral part of the knowledge system. Through modules such as the appreciation of artistic works, the principles of design aesthetics, and the application of technical aesthetics, learners naturally encounter and internalize the humanistic implications carried by the objects during their process of aesthetic perception. This embedding method emphasizes the deep integration of aesthetic content with professional knowledge rather than a simple addition or decoration. In the specific arrangement of curriculum content, the introduction of aesthetic elements follows the dual logic of cognitive laws and the laws of aesthetic occurrence. As learners acquire professional knowledge, they gradually establish an acceptance of the value orientations contained in the content through their recognition of formal beauty. Thus, at the level of the knowledge structure of the curriculum, the initial overlap between aesthetic experience and value transmission is achieved.

#### ***2.1.2 The Hierarchical Configuration of Course Types***

According to the degree of matching between the goals of aesthetic education and the requirements of professional cultivation, course types present a characteristic of hierarchical configuration. The basic level offers general aesthetic courses, which focus on the universal awakening of aesthetic perception and the foundational accumulation of aesthetic experience. The integration level combines aesthetic principles with professional techniques to form professional aesthetic education courses. The expansion level meets learners' needs for personalized aesthetic development through elective courses and thematic workshops. This hierarchical structure enables aesthetic experience and value transmission to form progressive and complementary relationships at different educational stages.

#### ***2.1.3 The Two-Dimensional Integration of Curriculum Evaluation***

The curriculum evaluation mechanism takes aesthetic judgment and value identification ability as parallel evaluation dimensions, and it breaks through the limitation of mere knowledge testing or skill assessment. In the evaluation indicator system, the depth of aesthetic perception, the accuracy of aesthetic expression, and the clarity of value cognition together constitute the evaluation criteria. Thus, in the complete chain from goal setting to effect evaluation in curriculum implementation, the aesthetic dimension and the value dimension always refer to each other and mutually confirm each other, which strengthens the overlapping effect at the curriculum level<sup>[2]</sup>.

### ***2.2 The Dual Paths of Emotional Awakening and Identity Formation in Teaching Activities***

#### ***2.2.1 The Emotional Awakening Path of Perceptual Experience***

Teaching activities take the perceptual presentation of aesthetic objects as their starting point. Through the contextual creation of artistic works, the exploration of aesthetic qualities in technical activities, and the aesthetic transformation of professional scenarios, these activities stimulate learners' emotional resonance and aesthetic pleasure. This path emphasizes embodied experience and perceptual participation in the teaching process, and it enables learners to establish a deep connection with aesthetic objects through direct emotional impact. The degree of emotional awakening directly affects the depth of subsequent identity formation. Only when genuine emotional resonance occurs can learners' value acceptance avoid remaining superficial. The authenticity of contextual creation in teaching activities and the artistry of the presentation of aesthetic objects together determine the actual effect of the emotional awakening path.

#### ***2.2.2 The Identity Formation Path of Rational Internalization***

On the basis of emotional awakening, teaching activities guide learners from perceptual experience to rational internalization. Through the analysis, interpretation, and reflection on the meaning structures carried by aesthetic objects, teaching activities gradually transform external value orientations into internal judgment standards and behavioral principles. This path emphasizes cognitive processing and meaning construction, and it enables learners to independently establish their value positions in understanding and dialogue, thereby achieving a transition from aesthetic pleasure to value identity.

### ***2.2.3 The Dual Supporting Role of Teaching Interaction***

Teachers, as the organizers and guides of teaching activities, provide support for the two paths of emotional awakening and identity formation through teaching forms such as dialogic teaching, experiential learning, and project-based inquiry. Teachers' own aesthetic literacy and value positions play an exemplary role in the interaction, and the design and adjustment of the teaching situation ensure that the two paths remain connected and coordinated throughout the teaching process, thereby creating an overlapping effect between perceptual experience and rational internalization in the temporal and spatial field of teaching activities<sup>[3]</sup>.

## ***2.3 The Aesthetic Creation of the Campus Cultural Environment and the Implicit Educational Function***

### ***2.3.1 The Aesthetic Infiltration of the Physical Environment***

The spatial forms of campus buildings, the aesthetic imagery of landscape design, and the artistic atmosphere of professional training venues together constitute the physical-level foundation of environmental aesthetics. These physical elements, through continuous sensory infiltration, form the physical background of learners' daily aesthetic experiences. Their formal beauty and spatial quality subtly influence learners' aesthetic tastes, spatial perception, and behavioral patterns. The aesthetic quality of the physical environment is not only reflected in the visual presentation of beauty but is also embedded in the functional logic of spatial layout and the textural expression of material selection. This non-verbal educational function, with its persistence and universality, provides stable environmental support for the cultivation of learners' aesthetic literacy.

### ***2.3.2 The Humanistic Nurturing of the Spiritual Atmosphere***

The aesthetic pursuits and humanistic qualities permeating cultural activities such as club activities, artistic performances, professional competitions, and academic lectures constitute the cultural atmosphere at the spiritual level of the campus. This atmosphere, with its non-coercive and pervasive characteristics, opens up a hidden space for education beyond the formal curriculum. It enables learners to independently enhance their aesthetic literacy and consciously construct their value identity through the processes of participation, observation, and communication, thereby embodying the nurturing power of the cultural environment.

### ***2.3.3 The Integrative Effect of the Physical and the Spiritual***

The physical environment and the spiritual atmosphere are not isolated educational elements; their organic integration forms the overall educational function of the campus cultural environment. The mutual correspondence between spatial aesthetics and cultural activities, as well as the mutual support between environmental imagery and value symbols, enables learners to achieve a unity of aesthetic experience and value cognition in a complete cultural field. This integration effect amplifies the effect of implicit education, making the campus cultural environment the most continuous and stable educational field in the aesthetic education system.

## **3. The Structured Realization of Synergistic Forms and Integration Paths**

### ***3.1 The Interactive Embedding Model of Aesthetic Education Content and Educational Orientation***

#### ***3.1.1 The Two-Way Infiltration Mechanism of Knowledge Content***

The interactive embedding of aesthetic education content and educational orientation is first manifested in the two-way infiltration relationship of knowledge content. On the one hand, the aesthetic principles, art history theories, and aesthetic categories within the aesthetic knowledge system carry specific humanistic traditions and value orientations, and the process of their transmission itself constitutes the implicit delivery of educational orientation. On the other hand, the humanistic spirit and value concepts contained in the educational orientation are transformed into perceptible and experiential aesthetic education content through aesthetic expression, thereby giving them perceptual presentation in knowledge form. This two-way infiltration creates a mutual constitutive relationship between aesthetic education content and educational orientation at the knowledge level, thus avoiding the simple superposition or mechanical juxtaposition of the two<sup>[4]</sup>.

### ***3.1.2 The Integrated Design Path of Teaching Situations***

The creation of teaching situations integrates the presentation of aesthetic education content and the delivery of educational orientation within the same temporal and spatial field for a unified design. In the design of the situation, the selection of aesthetic elements considers not only their formal beauty and artistic value but also their intrinsic connection to specific educational themes. The organization of the situational structure follows the dual logic of the occurrence pattern of aesthetic experience and the generation logic of value identity, so that learners undergo both aesthetic perception and value recognition simultaneously during their entry into the situation. This integrated design extends the interactive embedding from the knowledge level to the specific implementation level of the teaching process, thereby enhancing the operability and replicability of the synergistic form.

### ***3.1.3 The Value Expression Method of Achievement Presentation***

The method of presenting learning outcomes also constitutes an important dimension of interactive embedding. When learners complete the creation of artistic works, the practice of design projects, or the writing of aesthetic critiques, their expression of achievements not only demonstrates the improvement of their aesthetic abilities but also conveys their degree of identification with the values embedded in the learned content. In the process of achievement evaluation, the formal quality of aesthetic expression and the clarity of value expression are given equal consideration, thereby making achievement presentation a dual testing ground for the learning of aesthetic education content and the internalization of educational orientation, which further reinforces the closure and completeness of the interactive embedding.

## ***3.2 The Integrated Cultivation of Teaching Subjects' Aesthetic Awareness and Educational Competence***

### ***3.2.1 The Structural Composition of Aesthetic Awareness***

The aesthetic awareness of teaching subjects, as the foundational dimension of integrated cultivation, consists of three structural elements: aesthetic perception, aesthetic judgment, and aesthetic creativity. Aesthetic perception enables teaching subjects to keenly capture the aesthetic elements and formal characteristics in educational situations. Aesthetic judgment supports their ability to independently and rationally appreciate and evaluate aesthetic objects. Aesthetic creativity is manifested as the innovative ability to transfer aesthetic thinking to educational practice. These three elements together constitute the complete structure of teaching subjects' aesthetic literacy, and they provide the perceptual foundation and aesthetic support for the formation of their educational competence.

### ***3.2.2 The Hierarchical Generation of Educational Competence***

Educational competence presents the characteristic of hierarchical generation within the integrated cultivation framework. At the basic level, teaching subjects need to possess the abilities of curriculum design and teaching organization that organically integrate aesthetic education content with educational orientation. At the advanced level, they need to master teaching methods and interaction strategies that guide the internalization of values during the process of aesthetic experience. At the higher level, it is manifested as the ability to systematically grasp and innovatively apply the laws of aesthetic education for educational purposes. This hierarchical structure establishes a corresponding relationship between the cultivation of educational competence and the development of aesthetic awareness, and the two promote each other and improve synergistically during the cultivation process<sup>[5]</sup>.

### ***3.2.3 The Implementation Path of Integrated Cultivation***

Integrated cultivation emphasizes the simultaneous development of aesthetic awareness and educational competence rather than their sequential cultivation. Its implementation path includes the integrated design of professional development activities, the aesthetic turn of school-based training and research, and the establishment of a dual perspective in teaching reflection. In professional development activities, the improvement of aesthetic literacy and the training of educational competence are incorporated into the same training module for systematic design. School-based training and research focuses on examining educational and teaching issues from an aesthetic perspective, and it cultivates the aesthetic sensitivity of teaching subjects. Teaching reflection requires the simultaneous use of aesthetic standards and educational standards to examine one's own teaching behavior, thereby forming a dual evaluation vision and ensuring that integrated cultivation receives institutionalized support through continuous professional growth.

### ***3.3 The Synergistic Presentation of Aesthetic Development and Humanistic Values in the Evaluation Mechanism***

#### ***3.3.1 The Two-Track Integration of the Evaluation Indicator System***

The synergistic presentation of the evaluation mechanism is first embodied in the integrated construction of the indicator system. The evaluation indicator system integrates the aesthetic development dimension and the humanistic value dimension as two parallel main lines. The aesthetic development dimension focuses on learners' depth of aesthetic perception, the quality of aesthetic judgment, and the ability of aesthetic expression. The humanistic value dimension examines learners' degree of recognition of the humanistic spirit, their respectful attitude toward individual dignity, and their inclusive stance toward diverse values. These two main lines correspond to and refer to each other in the setting of indicators, so that the evaluation no longer views aesthetic literacy and value identity in a fragmented manner but presents the synergistic relationship between the two within the same framework.

#### ***3.3.2 The Multiple Integration Strategy of Evaluation Methods***

The multiple integration of evaluation methods serves as the methodological guarantee for synergistic presentation. In process evaluation, learners' depth of participation, emotional investment, and value expression in aesthetic activities are continuously observed and recorded. Formative evaluation comprehensively presents aesthetic achievements and value expression through forms such as work reviews, performance displays, and project presentations. Developmental evaluation focuses on the trajectory of learners' synchronous improvement in aesthetic ability and humanistic literacy over a longer period. The integrated application of multiple evaluation methods provides methodological richness and reliability for synergistic presentation, thereby avoiding the one-sidedness that a single evaluation method might bring<sup>[6]</sup>.

#### ***3.3.3 The Collaborative Participation Mechanism of Evaluation Subjects***

The synergistic presentation of the evaluation mechanism is also embodied in the multiple participation of evaluation subjects. Teaching subjects, the learning community, and the learners themselves play different but complementary roles in the evaluation process. Teaching subjects provide professional-level aesthetic judgment and value guidance. The learning community forms parallel perspectives of reference and feedback through peer evaluation mechanisms. Learners achieve self-examination and reflective construction of aesthetic experience and value identity through self-evaluation. This collaborative participation of multiple subjects ensures that evaluation is no longer limited to a single perspective of judgment; instead, it presents the synergistic state of aesthetic development and value identity through multi-party dialogue and multiple confirmations, thereby enhancing the comprehensiveness of evaluation and its educational function.

## **Conclusion**

This study focuses on the core issue of the synergistic development between the construction of the aesthetic education system and the educational function in higher vocational colleges. It systematically reveals the intrinsic isomorphic relationship between aesthetic literacy and value shaping, clarifies the educational dimensions constituted by aesthetic perception, aesthetic judgment, and aesthetic creativity, and establishes reception aesthetics, pragmatist aesthetics, constructivist learning theory, and humanistic educational thought as the theoretical foundations for system construction. This study analyzes the overlapping mechanism between aesthetic experience and value transmission in curriculum design, the dual paths of emotional awakening and identity formation in teaching activities, and the integrative effect of the aesthetic creation of campus cultural environment and its implicit educational function. It reveals the intrinsic relationships between the various elements of the aesthetic education system and the educational function. On this basis, this study proposes the interactive embedding model of aesthetic education content and educational orientation, the integrated cultivation mechanism of teaching subjects' aesthetic awareness and educational competence, and the synergistic presentation mode of aesthetic development and humanistic values in the evaluation mechanism, thereby forming a complete synergistic framework from content to subjects and then to evaluation. Future research can further explore the differentiated paths for the construction of aesthetic education systems in different types of higher vocational colleges, deepen the empirical tracking of the functioning process of the synergistic mechanism of aesthetic education for educational purposes, and expand interdisciplinary research perspectives to enrich the theoretical resources and methodological

tools for the construction of the aesthetic education system in higher vocational colleges.

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