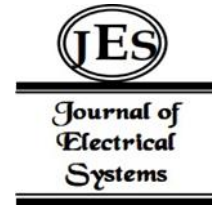


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Excellent Case of Building A "School-land" Co-construction and Sharing Pattern Network of School Aesthetic Education and Regional Culture



Abstract: - With the development of computer science, some of the excellence artworks of Henan Province are very popular through network dissemination. To achieve the transformation of Henan cultural brand from "parts" to "whole" and from "internet celebrity" to "long-lasting", it is necessary to establish an active inheritance mechanism network for Henan regional cultural resources and enhance the endogenous and innovative capabilities of traditional regional culture. The modern school aesthetic education system that runs through all stages has a natural advantage in incubating regional cultural communities. However, in reality, the aesthetic and spiritual attributes shared by school aesthetic education and regional culture have not been sufficiently valued, and the connection between the two lacks active policy design and mechanism innovation. Through Literature, field research and interviewing professors, artists and persons in charge of regional culture, the Department of Public Art Education at Zhengzhou University of Aeronautics has recognized the value of integrating school aesthetic education with regional culture in terms of cultivating students and building a rich cultural life. Leveraging their connections with social artist groups and individuals online and offline, who have conducted research on the ecological conditions of Zhengzhou's art districts, intangible cultural heritage, and the current status and issues of various school aesthetic education programs in the province through various ways. The working mechanisms and platforms have been establishment online and offline. The establishment of a pattern of co-construction and sharing of art education and regional culture network in the school is essentially a practical and methodological issue. Some plans have been made for the future. Research has found that for school aesthetic education, curriculum, teaching staff, and internal and external collaborative mechanisms are key points for the reform and development of aesthetic education. Schools aesthetic education curriculum system should integrate regional culture from multiple dimensions with network. A collaborative art education framework should be formed which integrates social and cultural resources at the regional level.

Keywords: The "School-land" Co-construction and Sharing Pattern Network, University Aesthetic Education, Regional Culture, Online-offline Model.

I. INTRODUCTION

In the Internet age, it is very important to innervate artworks with digital technology and spread rapidly through internet. Some masterpieces such as "Palace Night Banquet" and "Luoshen Water Ode" have made Henan culture frequently popular. To achieve the transformation of Henan cultural brand from "parts" to "whole" and from "internet celebrity" to "long-lasting", it is necessary to establish an active inheritance mechanism for Henan regional cultural resources and enhance the endogenous and innovative capabilities of traditional regional culture. The modern school aesthetic education system that runs through all stages has a natural advantage in incubating regional cultural communities. [1]

However, in reality, the aesthetic and spiritual attributes shared by school aesthetic education and regional culture have not been sufficiently valued, and the connection between the two lacks active policy design and mechanism innovation. [2] From the perspective of the "school-locality cooperation" two-subject coordination, it is crucial to clarify the functions and performance of the "school" and "local", innovate the long-term mechanism of "school-locality cooperation", and give full play to the brand radiation effect of school aesthetic education achievements and social culture to construct a "school-locality cooperation" online and offline co-construction and sharing pattern of school aesthetic education and local culture. [3]

The following are the paths and strategies of the Department of Public Art Education at Zhengzhou University of Aeronautics to construct the "school-locality cooperation" co-construction and sharing pattern network of school aesthetic education and regional culture as a case study for sharing. As a case study, the Department of Public Art Education at Zhengzhou University of Aeronautics has recognized the value of integrating school aesthetic education with regional culture in terms of cultivating students and building a rich cultural life.

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II. METHODS

The teachers of the Department of Public Art Education at Zhengzhou University of Aeronautics all have backgrounds in art education and are well-known artists and leaders in fields such as Henan oil painting, opera, and lacquer art. Leveraging their connections with social artist groups and individuals, who have conducted research on the ecological conditions of Zhengzhou's art districts, intangible cultural heritage, and the current status and issues of various school aesthetic education programs in the province through research projects, field visits, academic exchanges, and participation in art education teaching evaluations.

In order to address this issue, field researches have been conducted on the experience of building art-oriented high schools in Shanghai and Jiangsu and Zhejiang provinces, where the economy is developed and the level of education is high. Specifically, through visiting the "Jinshan Model of Art Education" at Shanyang Middle School and the "Construction of Art-oriented High Schools in Shanghai" at Luodian Middle School and interviewing with some famous art education professors from Hangzhou Normal University, Nanjing University of Aeronautics, and other universities, the core concepts and practical experiences have been identified and summarized of integrating school-based aesthetic education with regional culture, as well as the collaborative and shared relationship between schools and the local community.[4-7]

III. RESULTS

On the basis of "borrowing," the Public Art Education Department carefully examines and analyzes its own possibilities in curriculum construction, faculty team, resource integration, and implements a collaborative work plan for "school-community" sharing in the following areas of aesthetic education:

A. *The Establishment of Working Mechanisms and Platforms Online and Offline*

Zhengzhou University of Aeronautics established the Public Art Education Department in 2018, specifically responsible for the school's public art education and practice, as well as serving as a liaison for social art education and aesthetic resources. In 2020, the Public Art Department merged with the Sports Department, leveraging the strengths of sports and art to conduct research on Henan's intangible cultural heritage sports art projects, such as dragon dance and Han painting, and integrate them into the school's curriculum development.

The Public Art Education Department has established leadership mechanisms and working mechanisms based on the concept of modern educational governance, collaborating with the school of Art and Design, Youth League Committee, Publicity Department, and Academic Affairs Office, among other relevant departments within the school. They integrate goals and coordinate efforts among multiple stakeholders and educational stages, ensuring that each department performs its respective duties and collaborates effectively.

As a specialized institution for public art education and practice, the Public Art Education Department builds a platform for integrating social resources into school art education. For example, they advocate for the government, education authorities, and school teaching authorities to formulate plans, allocate resources, and innovate collaborative education mechanisms, providing policy support for the school's art education and the shared development of social and cultural resources. They also promote the establishment of regional characteristic curriculum systems based on the cultural and artistic resources of the region, support the establishment of heritage workshops, and develop methods for training part-time art teachers. Through long-term efforts, several significant achievements have been made.

Firstly, schools have established working mechanisms that support art education through research and educational reform projects, textbook development, curriculum reform, and achievement applications. The Public Art Education Department has frequently initiated projects related to educational and teaching reforms, ideological and political course reforms, online course development, and virtual painting teaching laboratories, accelerating art education research and achievement transformation, and laying the foundation for the social promotion and application of the school's art education achievements. [8]

Secondly, schools have expanded the influence of its curriculum and teaching reforms to promote the process of co-construction and sharing of art education courses with similar universities. Through forms such as "dean consensus" and artistic gatherings, connections and exchanges have been established among different universities.

Thirdly, relevant stakeholders from the school and the community consciously integrate school art education and regional cultural co-construction and sharing through project acceptance performances, exchanges with heritage inheritors, community services, and beautiful countryside initiatives. They actively transplant and apply relevant experiences, radiating and leading art education and cultural development in disadvantaged areas. [9]

B. Process Innovation and Mechanism Innovation

The establishment of a pattern of co-construction and sharing of art education and regional culture in the school is essentially a practical and methodological issue. Taking advanced regions as references, the Public Art Education Department has organized activities such as "Art Masters in schools," online/offline art education lectures, and the promotion of public art education brand achievements (excluding during the pandemic) for several consecutive years. The department has mobilized and involved teachers, students, scholars, art educators, and art venue managers to participate in the co-construction and sharing of art education and regional culture between the school and the community.

At the same time, with the goal of mobilizing diverse participants and establishing connections, the department has taken multiple measures within the school, including curriculum development, faculty training, and establishing an external support system.

Through flexible forms and channels such as students going out and experts coming in, the department dynamically adjusts and optimizes art education initiatives. The department has established long-term and stable cooperative relationships with public cultural organizations such as the Henan Art Center, Cherry Valley Art Park, Shifo Art Commune, and Zhengzhou Art Museum. Not only have the school's art education brand achievements been exported, but excellent social and cultural resources have also enriched the school's teaching resources. The Public Art Education Department is gradually achieving the goal of transitioning from the "school" to the "region," truly realizing a vertically connected and horizontally interconnected pattern of coexistence between school art education and regional culture [10].

C. Curriculum, Teaching Staff, and Internal and External Collaborative Mechanisms are Key Points for the Reform and Development of Aesthetic Education

Firstly, in terms of curriculum, there is pressure to implement the policy requirement of "balanced development of the five educations", and face the challenge of curriculum integration and innovation. "Five educations" refers to the moral education, intellectual education, physical education, aesthetic education and labor education.

Secondly, in terms of teaching staff, there is a shortage of full-time aesthetic education teachers. Artists and inheritors with excellent artistic education abilities are restricted by conditions such as teacher qualifications, age, and professional titles, making it difficult for them to become school aesthetic education teachers.

Thirdly, in terms of the collaborative mechanism for nurturing students both inside and outside the school, there is a lack of pathways and long-term mechanisms for regional cultural and artistic resources, higher education institutions in art education and research, social organizations, and professional teaching and research institutions to participate in school aesthetic education.

As for regional culture, Henan has abundant cultural and artistic resources. Yuju opera, paper cutting, Daoqing, dragon dance, Yellow River Chengni inkstone, the Miao Di Gou and Erlitou cultural relics sites are all the "hardcore" of Henan culture. However, the inheritance and development of these cultural and artistic resources are mostly in a spontaneous state, and only a few projects have received official attention through applying for intangible cultural heritage status or establishing school cultural inheritance bases.

At the same time, taking Zhengzhou City in Henan Province as an example, dozens of art parks, art galleries, and numerous art exhibitions and performances are in a loosely linked state, unable to achieve the ideal state of enhancing their own influence and radiation while supplying courses and activities to school aesthetic education. For the government, comprehensive improvement of the development and support of Henan's cultural resources is limited by various factors such as human resources, financial, and material resources, as well as work mechanisms. In particular, the repeated investment in cultural and aesthetic projects with similar properties will inevitably cause resource waste.

Based on this, building a collaborative and shared relationship between school aesthetic education and regional culture through platform construction, policy supply, and innovative work mechanisms, and complementing each other's strengths is a strategy to solve the current dilemma.

D. Integrating Regional Culture from Multiple Dimensions and Building A School Aesthetic Education Curriculum System

Luodian Middle School and Shanyang Middle School actively integrate subject teaching, regional cultural and artistic resources, and artistic practice activities in the construction of their art-oriented curriculum. Luodian Middle School excels in building a systematic and comprehensive art-oriented curriculum system, based on the ancient towns, art galleries, and local culture in Baoshan District, Shanghai. They have developed unique aesthetic

education courses and practical activities such as "Ancient Charm with a Modern Twist," "Beautiful Campus," "Life in Drama," "Exploring Ancient Towns," and "Beautiful Countryside."

Shanyang Middle School's aesthetic education curriculum and teaching management reflect its local characteristics, drawing on local cultural and artistic resources to build an art-oriented curriculum system and a series of textbooks that span different grade levels. First, they implement the "One School, One Product" personalized curriculum construction.

Social and cultural artistic resources such as music, chess, calligraphy, and painting from Jinshan District are integrated into the school and classrooms. Based on their own educational characteristics and traditions, the school cultivates local curriculum and has developed a large number of featured high-quality courses such as "Printmaking in Xilin" "farmer Painting in Fengxiao" "lianxiang dance in Langxiao" "Waist drum in Tingxiao" "Kites showing in Tingzhong" " Beijing Opera in Jinzhong" "Tie-dyeing in Zhuxing" " Folk Music in Shanyang" " Lanterns show in Zhujing" and "Xi Opera of NO.1 Experimental Primary School" ,reflecting the overall trend of "One School, One Product" . Secondly, they implement the "One Town, One Product" vertically aligned curriculum construction. In Jinshan District, there are currently 9 towns, 1 street, and 2 industrial zones. Art projects such as farmer painting in Fengjing, folk music in Shanyang , and Lianxiang dance in Langxia have become artistic brands in the region, forming a vertically aligned curriculum from elementary to high school, achieving a seamless connection between curriculum stages.

Furthermore, taking a focused approach to promote the development and application of art education curriculum systems at the regional level, leveraging the horizontal radiation function of the school district. Using curriculum system construction as a starting point, the school has gradually formed a collaborative education model among the district, towns, and schools, which has been continuously optimized and promoted through decades of dynamic adjustments. This has created a win-win situation for art education and social and cultural development.

E. Establishing a Team of Both Full-time and Part-time Teachers, Focusing on Cultivating Their Artistic Education Competence

Luodian Middle School emphasizes the improvement of teachers' aesthetic education literacy and the cultivation of a team of specialized, part-time, and collaborative teachers.

In terms of "recruitment", according to the "Management Measures for Part-time Teachers of school Physical Education and Aesthetic Education" (2017), Luodian Middle School has hired more than 30 "external mentors" from local traditional cultural art inheritors, school art professionals, and professionals from social public art education and management institutions. This not only meets the needs of the curriculum and teaching but also expands students' horizons, connects with social art resources, and establishes an external support system.

In terms of "cultivation", Luodian Middle School organizes and participates in art exhibitions, training sessions, and establishes project-based learning and research teams for aesthetic education. These measures provide a platform and support for art education, enhance the aesthetic education competence of all subject and all staff teachers, and improve their professional standards and organizational management abilities.

The teaching staff is competent in teaching tasks such as folk art heritage, seal carving, woodworking creation, drama appreciation, film art, martial arts, physical training, photography and video. Human resources are the most active factor in reform and innovation. Through the reconstruction of multiple identities such as "teachers" and "inheritors", the potential elements connecting school aesthetic education with social culture can be activated.

F. Integrating Social and Cultural Resources to form A Collaborative Art Education Framework at the Regional Level

Firstly, there is a focus on strengthening local cooperation, primarily by leveraging the advantages of resource allocation and working mechanisms at the local level. For example, with the support of the education and cultural departments in Luodian Town, Luodian Middle School invites intangible cultural heritage inheritors, folk culture, and the Luoxi Temple Fair to the campus. Similarly, Shanyang Middle School, driven by the "One Town, One Product" curriculum development, has established a regional art education model with a three-tier collaboration between the district, town, and school.

At the same time, the achievements of art education in schools are brought into communities and rural areas to serve the cultural and artistic needs of residents. Communities also engage with schools through after-school services, social practices, and other means to offer art and aesthetic experience-based creative courses and lectures, enriching the extracurricular lives of teachers and students.

Together, they establish a supportive art education system that involves interactions between families, schools, and communities. In addition, social forces for art education, such as youth centers, art venues, and institutions,

serve as supplementary resources for school art education. They act as bases for artistic practice activities and serve as the main platforms for connecting art education across different stages of schooling.

G. *Strengthening the Construction of Digital Platforms*

First, it is very important to make local cultural characteristics, such as intangible cultural heritage projects, into virtual simulation pavilions with digital technology. On the one hand, it helps improve school art education and teaching, in order to improve teaching attractiveness and effect, and to strengthen students' cultural confidence. On the other hand, it helps to stimulate artistic creation and the dissemination of artistic works as well as the protection and transmission of cultural heritage. [11-12]

Second, it is also important to strengthen the construction of open online courses in school art education. On the one hand, online courses can enable students to learn and browse at a convenient time, making up for the shortcomings of offline courses cannot be reviewed; On the other hand, online courses expand the audience group, so that local cultural and art institutions and social art lovers can carry out systematic theoretical learning, and improve the level of aesthetic education in society.

IV. CONCLUSIONS

In general, both school art education and regional cultural development aim at individual life and the overall social life. While regional culture becomes a resource for school art education, it also achieves the dynamic inheritance of regional culture and enhances the cultural taste of the region. Making full use of information technology and the internet, under network of collaborative and shared art education model involving multiple entities such as regions and universities, there is a deep sense of identification and conscious action. The daily living space composed of families, universities, and communities possesses intangible aesthetic value due to the pursuit of a "beautiful" experience for individuals. This itself is the essence of life aesthetics and life philosophy. In other words, the coexistence of school art education, daily life, and regional cultural development in a harmonious ecosystem, from tangible to intangible transcendence, is a work realm that should be upheld.

However, this study needs to be further promoted and continuously improved in a wider area in the future with the development of AI.

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