

Analysis of Influencing Factors on Aesthetic Literacy of Non-art Major Students in Higher Vocational Colleges in Shangdong Province

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Abstract

Aesthetic literacy is an important part of humanistic literacy and has a significant impact on the overall development of individuals. Aesthetic literacy is an individual's aesthetic quality accumulated on the basis of aesthetic experience, mainly composed of three elements: aesthetic knowledge, aesthetic ability and aesthetic awareness. Factors affecting aesthetic literacy are explored and analysed in terms of the implementation of aesthetic policy implementation, family aesthetic concept, cultural dimensions, programme design, teachers staff, and school resources. By analysing the factors affecting students' aesthetic literacy, we aim to promote the reform of aesthetic education in higher education and provide certain references to enhance students' aesthetic and humanistic literacy.

Keywords: Aesthetic literacy, Aesthetic policy implementation, Family aesthetic concept, Cultural imension, Programme design, Teachers team, School resources

1. Introduction

The gradual advancement of the reform of higher education in China in recent years, aesthetic education in colleges and universities and the aesthetic literacy of college students have become a matter of great concern. At the end of 2013, the Third Plenary Session of the 18th Central Committee of the Communist Party of China (CPC) introduced a series of policies and measures centred on strengthening the function of aesthetic education in educating people and promoting the reform of aesthetic education. One of the measures mentioned was to "improve the teaching of aesthetic education and enhance students' aesthetic and humanistic qualities" (Deng, 2019). Since then, the status of aesthetic education in schools has become more prominent, and the improvement of students' aesthetic literacy and the promotion of aesthetic education is an important task for higher education in the coming period.

1.1 The Development of Aesthetic Education in China

At the end of 2015, the General Office of the State Council issued the Opinions on Comprehensively Strengthening and Improving the Work of Aesthetic Education in Schools, which first proposed how to build a scientific curriculum system for aesthetic education. In the same year, under the protection of the law, aesthetic education became a compulsory course in schools, especially colleges and universities. In 2019, the Ministry of Education issued the Opinions on

Effectively Strengthening the Work of Aesthetic Education in Higher Education Schools in the New Era, which made new arrangements and deployments for aesthetic education in colleges and universities, so that by 2035, diversified, high-quality, socialist and modernised higher education schools with Chinese characteristics will be formed and the system of aesthetic education will be developed. The system.

In 2020, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the Opinions on Comprehensively Strengthening and Improving the Work of Aesthetic Education in Schools in the New Era, which pointed out that the curriculum should be continuously improved, and that vocational education should organically combine art courses with professional courses, strengthen practice, and offer extended art courses that reflect the characteristics of vocational education. At the higher education level, public art courses with the cultivation of aesthetic and humanistic qualities as the core, with the cultivation of creative abilities as the focus, and with the development of the transmission of Chinese outstanding traditional culture and education in art classics as the main content are offered. Vocational education strengthens art practice, cultivates high-quality technical and skilled talents with aesthetic cultivation, and guides students to improve their personality cultivation and enhance their sense of cultural innovation. In late September 2020, General

Secretary Xi Jinping hosted a forum of education, culture, health and sports experts to hear about the preparation of the 14th Five-Year Plan, and once again mentioned the importance of aesthetic education.

Zeng Fanren published "An Experimental Discussion on the Nature of Aesthetic Education", which puts forward the viewpoint of "emotional education theory" of aesthetic education, pointing out that "the task of aesthetic education lies in the cultivation of people's aesthetic ability" (Zeng, 1985). According to Peng Jixiang, aesthetic education is short for aesthetic education, which is essentially a kind of emotional education (Peng, 2006). Zhou(2018) points out that aesthetic education is an important way to guide individuals in society to discover, perceive, express and create beauty, and is an important part of China's education policy .

Aesthetic literacy is an important part of humanistic literacy, which is of great significance to the overall development of an individual (Du, 2014). Regarding the connotation of aesthetic literacy, Yi & Du(2015)defines aesthetic literacy as "the result of the continuous integration and growth of innate aesthetic tendencies as well as acquired cultural learning, which refers to the aesthetic concepts as well as aesthetic feelings and creativity that are formed by human beings in the continuous aesthetic practice and cultural learning" . Aesthetic literacy is an organic part of humanistic literacy, and some scholars have pointed out that aesthetic literacy is an aesthetic psychology with aesthetic common sense, aesthetic concepts and aesthetic behaviours as the main indicators (Zhao & Wang 2010). The basic aesthetic literacy of college students is more inclined to the ability of aesthetic behaviour based on the aesthetic experience of college students, especially the aesthetic consciousness, aesthetic common sense and aesthetic behaviour embodied by individuals under the influence of the aesthetic experience in the basic education stage and their family and social aesthetic environment.

Through literature combing, the number of research studies on aesthetic literacy of non-art major students in higher vocational colleges and universities in China is relatively small in general, and they mainly focus on the investigation and analysis of the exploration of the status quo path of a certain dimension of aesthetic literacy, such as the status quo of students' aesthetic education in higher vocational colleges and universities and optimisation of the progress in the new era based on questionnaire surveys in 30 higher vocational

colleges and universities across the country (Liu, 2023), Inquiry into the Status Quo and Development Path of Higher Vocational Aesthetic Education (Chen,2023), Cultivation and Enhancement of Aesthetic Literacy of Higher Vocational Students (Yi,2022), Optimisation of Higher Vocational Aesthetic Education Curriculum Construction (Ye, 2022), Exploration of the Path of Inheritance of Chinese National Culture on Campus in Aesthetic Education in Higher Vocational Colleges and Universities (Pi, 2021), etc. These researches help us to understand the situation of aesthetic literacy, the aesthetic quality and the aesthetic quality of the students of non-fine arts majors in higher vocational colleges and universities. These studies help us to understand from a certain side the status of aesthetic literacy of non-art students in higher vocational colleges, the path of aesthetic literacy cultivation, and the influence of individual factors on aesthetic literacy, etc. However, there is no exploration based on different influencing factors, and it is difficult to get a holistic knowledge and grasp of the relationship between the dimensions of aesthetic literacy. Foreign literature related to college students' aesthetic literacy mainly lies in experimental or survey research on aesthetic experience, aesthetic judgement, aesthetic experience, aesthetic preference, etc. Valentyna (2017) describes the educational aesthetic culture and creative education of students in British colleges and universities in terms of the dimensions of aesthetic perception, aesthetic emotion, aesthetic feelings, aesthetic environment and so on.

Therefore, a broad and in-depth understanding of the influence of different factors on students' aesthetic literacy can provide a more persuasive and targeted literature review basis for the effective implementation of aesthetic education, which is meaningful both for the state, schools, and students themselves. According to Bronfenbrenner's ecological theory of human development, individual development is not isolated, but is the result of interconnection and mutual interaction with the surrounding environment (Yi,Xu&Du,2023). This study will propose the influencing factors and mechanisms of the development of aesthetic literacy of non-art major students in higher vocational colleges and universities in terms of the implementation of aesthetic policies, the family concept of aesthetic, the cultural dimension, the programme design, teachers team, and the school resource.

2.0 Aesthetic Education Related Literature

2.1 Aesthetic Literacy

There are relatively few large-scale comprehensive surveys on the factors influencing aesthetic literacy in China. Yi & Du, from a survey on the status of national aesthetic literacy in six provinces across the country, found that "parents' artistic interest is an important family factor influencing national aesthetic literacy; community cultural atmosphere is a major social factor influencing national aesthetic literacy" (Yi & Du, 2015). He Wen et al, through the study of the current situation and influencing factors of aesthetic emotion, found that "public opinion attention, self-requirement, value identity, interpersonal relationship, reading, family atmosphere, school culture and social atmosphere have a significant influence on aesthetic emotion" (He et al, 2017). Wu(2020) used a combination of qualitative and quantitative methods to analyse the influencing factors of college students' aesthetic literacy in the new media era, and found that socialist core values have a leading function on college students' aesthetic ideals, family aesthetic education has a foundational role in the enhancement of college students' aesthetic literacy, and college and university aesthetic education has a developmental role in the enhancement of college students' aesthetic literacy. Yi et al, conducted a data survey on the aesthetic literacy of 71,546 children aged 9-18 across the country and analysed it through Shapley's value decomposition and mediation effect model, and concluded that individual, family, school and society play different roles in the development of children's aesthetic literacy, and the degree of influence is in the following order from high to low: individual>family>school>society (Yi,Xu&Du, 2023). Zhao Liangli, starting from exploring the status quo of aesthetic literacy of teacher trainees in Shanghai University, used the researcher's adapted questionnaire as a tool to investigate some teacher trainees and non-teacher trainees in Shanghai S University to understand the status of their aesthetic literacy, and found that there are a lot of factors affecting the level of a person's aesthetic literacy, among which the most critical is still the teacher trainees themselves, and their own subjective initiative plays a decisive role, and only with a high degree of aesthetic self-consciousness, they can comprehensively integrate resources, use the network, and find all effective methods to improve their level of aesthetic literacy (Zhao, 2023). Through literature combing, it can be seen that in the current large-scale comprehensive

survey, the impact on aesthetic literacy is mostly discussed in terms of the implementation of aesthetic education policy, the concept of family aesthetic education, the cultural dimension, curriculum design, faculty, and school resources, and these factors have a significant impact on aesthetic literacy. Lois Anne Muyskens (1982), with the Artistic Styles Preferences Scale (ASP) as a tool, surveyed students' aesthetic preferences in six colleges and universities in the United States. relationship between aesthetic preferences and religious beliefs of students at six colleges and universities. In addition to the comprehensive survey studies mentioned above, most domestic and international studies have focused on the influence of individual dimensional factors on aesthetic literacy.

2.2 Cross-Dimensional Factors in Affecting Aesthetic Literacy Education

2.2.1 Aesthetic Policy Implementation

Educational policies are programmes developed by public authorities, based on values and concepts, addressed to educational actors and implemented by administrators and educational professionals (Viennet, R., & Pont, B, 2017).Gustavo et al. point out that the purpose of the relevant public policies is to provide guidance to teachers in the teaching of the arts in all areas, while at the same time favouring the development of a sense of civic participation in artistic creation. These public policies also set clear standards for guiding schools in the provision of courses in the visual arts, music, theatre and dance, which ultimately contribute to the formation of artistic and aesthetic literacy among learners(Gustavo & Irany ,2022).Muzyka et al. point out that the first priority of education policy is to ensure high quality education at all stages, from pre-school to vocational education. As art education is part of the general education system, education policy should also ensure the high quality of art education. A person's spiritual development and his/her cultural formation are largely influenced by the scope of artistic learning as a mechanism for developing his/her socio-cultural potential for aesthetic and creative elites (Muzyka, et al.,2021).

In China, some progress has been made in the work of aesthetic education in colleges and universities, but there is still the phenomenon of "hot at the top, cold at the middle and cold at the bottom" in the implementation of aesthetic education policies. The state has taken a series of measures and issued a series

of documents on aesthetic education, so that the work of aesthetic education in colleges and universities in the new era has a basis and rules to follow. However, due to the policy to guide the main, the lack of a certain degree of mandatory, from the school to the teacher to the parents of the long-term formation of the concept of aesthetic education can be dispensable, colleges and universities far from the ideal state of aesthetic education, aesthetic education is still a weak link in the whole educational undertaking. Lin Yutian, in "A Study on the Government's Behaviour in Strengthening Aesthetic Education in Schools - Taking Fujian Province as an Example", points out that art education alone is not enough to achieve the improvement of humanistic qualities in individuals. Government policies have an important guiding and safeguarding role, and a series of outline decisions and opinions issued by the government involving aesthetic education in schools are precisely the planning of aesthetic education in schools pointing out the direction and providing policy safeguards for the development and improvement of the management of aesthetic education in schools (Lin, 2016). Liu&Xia(2022), in "Characteristics and Improvement of China's Aesthetic Education Policies from the Perspective of Policy Tools", found that China's aesthetic education policies present the characteristics of the initial formation of policy systems, the comprehensive use of policy tools, and the collaborative formulation of departments. Shen(2023), in "Analysis of Aesthetic Education Policies and Measures in China's Colleges and Universities", analyses China's college and university aesthetic education policies in recent years by collating the relevant measures taken in China's aesthetic education work, and proposes that there is an urgent need to formulate the evaluation index system of college and university aesthetic education, scientifically regulate the aesthetic education curriculum system, and set up various types of college and university aesthetic education research clubs to promote the implementation of college and university aesthetic education policies, and to promote college and university students' aesthetic and humanistic qualities significantly improved. The implementation of aesthetic education policies in colleges and universities requires the scientific design of national policies, the change of concepts from top to bottom, and the concerted efforts of aesthetic education workers in colleges and universities to jointly promote the cultivation of socialist successors who are all-rounded

in ethics, intellect, physicality, aesthetics and labour. Through a review of the literature, we determined that the implementation of aesthetic policies plays a leading and safeguarding role in the work of building aesthetic education.

2.2.2 Family aesthetic concept

Kirkpatrick, Shelton et al(Zhang,2020) found through surveys and experiments that children from families with better musical environments showed better levels of musical aesthetic literacy such as musicality, pitch, and recognising melodies than children from non-musical families (Yi,Xu&Du , 2023). Among the factors affecting children's educational acquisition, family capital is an important factor with directness and criticality (Wang, 2019).Becker argues that different families, by investing in their children's human capital to varying degrees, in turn influence differences in the socioeconomic status of their children's generation (Becker, 2009) It has also been pointed out that there is no direct genetic relationship between children's musical ability and their parents' musical talent, and the results point to the fact that regardless of any musical talent, only parents who enjoy music and provide children with a rich musical environment at home through emotional reflection of music ultimately contribute to the children's musical ability, and that this love of music can easily be passed on intergenerationally through the aesthetic environment of the home (Guerrini, S. C., 2009).Family socioeconomic conditions were more strongly associated with arts academic achievement among adolescents with high family arts climate than among those with poor family arts climate(Yuan,W.et al.,2021).Anttila &Matthes (2018)state that a child's chances of realising his or her potential are closely linked to the parents' education and income levels. Differences in general learning ability and cultural inclusion exist long before school age .A study in the UK, for example, found that children from low-income families were less likely to participate in arts-related hobbies or cultures (knell, 2015).

With regard to the environment of family upbringing, Yi et al.'s survey of the status of national aesthetic literacy in six provinces found that "the family plays an important role in the formation and development of each individual's aesthetic literacy. Among them, the mother's interest in art has the greatest influence on the child's artistic literacy; parents who love art will often talk about art, appreciate art, and actively participate in art activities, all of which create a good

cultural and artistic atmosphere for the formation of the child's aesthetic literacy. Children often feel the beauty, create art in the continuous improvement of their own aesthetic quality." (Yi & Du, 2015). He et al(2017) study on the current situation of aesthetic emotion and the factors influencing it found that "Internet time, parenting style, family commitment, sentient teaching and survival pressure do not have a significant predictive effect on aesthetic emotion," while "public opinion attention, self-requirement, value identity, interpersonal relationship, reading, family atmosphere, school school climate and social atmosphere are factors that have a significant effect on aesthetic emotion" . Wu(2020)believes that the family has a special significance in the implementation of aesthetic education, and that the internal atmosphere of the family and the success or failure of family education directly affects the healthy growth of children, influencing the development of their personality and the cultivation of a sound personality . He (2017) pointed out that the improvement of college students' aesthetic literacy, especially the formation and development of aesthetic ability is not only affected by the school education environment and the quality of education in the process of self-growth, but also has a great relationship with the social environment in which self-growth occurs, especially the family environment and conditions. A good environmental atmosphere helps the human body to be in a happy mood, while a negative environmental atmosphere makes it difficult for people to be interested in anything (Lin, 2020).Kwaśniewska et al(2018)point out that parents who support their children's creativity create a specific atmosphere at home, i.e. they encourage their children to experience novelty, variety and eclecticism, inspire fantasies and creative thinking, and support persistence in creative endeavours .

Based on established research, we determined that the concept of family aesthetic education has a close influence on the development of students' aesthetic literacy. Therefore, parents, as the first instructors, promote the development of students' aesthetic literacy through family aesthetic education, and actively construct family aesthetic cultural activities or parent-child activities related to literature and art to inculcate and enlighten the beautiful mind.

2.2.3 Cultural Dimension

The promotion of popular culture can make human sensual activities fully burst out and aesthetic

sensibility fully promoted (Qu, 2020). As an important modern cultural form, popular culture brings both opportunities and challenges to students' aesthetic education. In response to the challenges, it is necessary to reflect on the practice of aesthetic education, firstly, to enhance the humanistic taste of popular culture and strengthen the value orientation of aesthetic education; secondly, to give full play to the positive role of popular culture and form a new pattern of all-around aesthetic education; and thirdly, to conform to the trend of popular culture and build a new model of diversified aesthetic education (Wang, 2019).

Ma(2023)argues that entering the 21st century, with the global popularity of the Internet, fragmentation, consumption, and entertainment have become common aesthetic features of the times, and the aesthetics of college students are inevitably affected. Wu(2020)points out that the new media on the Internet brings new opportunities, but also brings the wind of vulgarity, vulgarity and kitsch. College students are in the critical period of the formation of outlook on life, worldview and values, and the information of consumerism, utilitarianism, sensory entertainment, and bad value ideas in the network strongly impact the aesthetic interest and aesthetic ideals of college students. Under the background of new media, college students' aesthetic activities and aesthetic communication and exchange have produced great contradictions and conflicts. Under the impact and influence of new media multiculturalism, aesthetic communication is gradually replaced by the self-consciousness of aesthetic individuals, thus promoting the generation of self-consciousness and spiritual independence to a certain extent, but leading to the deformity of aesthetic activities (Cao, 2021). In the era of new media, network culture rises rapidly, constantly impacting and dissolving mainstream culture. For example, Internet buzzwords have become a means of communication among young people, but have dissolved the solemnity and historical gravity of Chinese characters (Feng, 20203). In conclusion, new media on the Internet can easily influence people's thoughts and aesthetics, especially college students who are psychologically immature and new to society. For the study of traditional Chinese culture and aesthetic literacy, students stand in front of the art community of higher educational institutions with an independent artistic and aesthetic attitude, form a love for national art, protect students from the influence of works of art that promote foreign ideas, and form a

high level of skills, abilities, and creativity (Saidkulovich&Ugli,2021).Teaching aesthetics with Chinese excellent traditional culture as a carrier is an important way to enhance students' aesthetic pleasure and stimulate their aesthetic interest (Cheng, 2023). Jiang(2021) pointed out that immersing young children in the activity environment of traditional culture is an important foundation for cultivating their traditional aesthetic awareness as well as inducing the formation of their humanistic qualities. Learning the excellent traditional Chinese culture and integrating it into the art curriculum is precisely the pedagogical appeal to improve children's aesthetic and humanistic qualities.For higher education, excellent traditional culture is the cultural background and power source of the reform of aesthetic education, and the road of aesthetic education reform should be explored in the treasure house of Chinese excellent traditional culture (Huo&Wang, 2022). Disseminating traditional culture, making it effectively integrated into aesthetic education in colleges and universities, allowing traditional culture to regain vitality in young people, and cultivating students' sense of national responsibility and cultural self-awareness is a major issue in contemporary aesthetic education in colleges and universities (Li, 2021).

By combing through the literature, the new media on the Internet has brought opportunities for the dissemination of traditional Chinese culture, making the channels of dissemination of traditional Chinese culture more diversified and the ways of expression more diverse. It also brings challenges, as fragmented learning affects the integrity of traditional culture. Chinese traditional culture has a positive impact on the improvement of aesthetic literacy.

2.2.4 Programme Design

The classroom is a limited space, and self-beauty education is an infinite process. The opening of aesthetic education courses can stimulate students' ability to feel beauty, appreciate beauty and create beauty, so that they can carry out self-beauty education after they go into the society, and realise the transformation of aesthetic education from "other education" to "self-education" (Wang,2016). The transformation of aesthetic education from "other education" to "self-education" is realised (Wang, 2016). The aesthetic education programmes that students personally experience and go through will inevitably have an impact on their aesthetic literacy (Yi ,Xu & Du, 2023). Zhou Lina found that Harvard University's

aesthetic education curriculum is very rich in terms of the number and types of courses, and the objectives of the curriculum are also focused on the shaping of a "complete personality", and the content of the curriculum is rich and diverse. Optimising the structure of the aesthetic education curriculum is an important aspect of the curriculum, and is also a key point that directly guides the implementation of the aesthetic education curriculum. Therefore, the structure of the aesthetic education curriculum needs to be adjusted from the special characteristics of the aesthetic education curriculum itself, combined with the objectives of the aesthetic education curriculum, to better adapt to the needs of the students, and to obtain a better effect of aesthetic education (Zhou, 2020). Zhang(2023)takes Xiamen City Vocational College as an example to explore the construction of the aesthetic education curriculum system in higher vocational colleges and universities, in the process of curriculum construction and implementation, the aesthetic education curriculum standards are drawn up by experts and teachers at school and college level, through the construction and implementation of the curriculum system, expanding the campus cultural and practical activities, combining the theory with the practice, and combining the explicit curriculum with the implicit one, and after the teaching, making the students fully feel the immersion type of aesthetic education.Miralay et al(2019) noted that the theoretical structure of the art curriculum can stimulate creativity, aesthetics, and consciousness in students . Roshchin and Filippova(2020) found through their experiments that the level of students' artistic literacy improved significantly after passing the elective course. Students' motivation also significantly increased .

In the area of aesthetic programme development,Fudan University offers a liberal arts curriculum that includes Chinese civilisation and literature, philosophy and critical thinking, dialogue of civilisations and worldview, scientific and technological processes and the spirit of science, ecology and the environment and the care of life, and artistic creation and aesthetic experience. The aim is to break down the disciplinary barriers between different categories, to enable students to learn and understand the common foundations of human inquiry and knowledge, and to cultivate the qualities and temperament to face the future and undertake leadership missions(Qing&Xin, 2018).Jiang Qiwei found that although many schools have tried to integrate aesthetic education in subject

teaching, but most of them stayed on the surface and did not fully explore the aesthetic education resources embedded in each subject.

In subject teaching, the construction of aesthetic education programmes should not only reflect the aesthetic characteristics of the subject, but also find breakthroughs from other subject resources, build bridges between different disciplines, organically integrate the aesthetic content of various subjects, innovate teaching methods and means, guide students to discover the beauty of the art in the subject curriculum resources, to form their own aesthetic understanding, and to achieve the goal of human development in the process. Teachers can also integrate the concept of aesthetic education into them through the development of high-quality online open courses with the characteristics of their disciplines to enhance the aesthetic education effect of discipline teaching (Jiang, 2023). Liu(2020) points out that the public elective course board at the undergraduate level of Hunan Normal University is composed of four major board courses: humanities and social sciences, public arts, natural sciences, and innovation and entrepreneurship. In order to cultivate the comprehensive development of students, the university has expanded the content of the original four courses and added some courses, such as "Public Art" added "Shangmei Lecture Hall", "Humanities and Social Sciences" added "Chinese Tea Culture", which is related to traditional culture. Chinese Tea Culture", "Humanities and Social Sciences" added courses related to traditional culture and so on. The development of aesthetic education programme, while objectively guiding students in their professional studies, cultivates students to have their own aesthetic viewpoints and critical spirit, and lays a good foundation for students' comprehensive lifelong development.

With regard to the diversification of educational evaluation, the evaluation system of aesthetic education in colleges and universities is an important part of the work of aesthetic education in colleges and universities, and is an indispensable means of providing feedback and analysing the level of aesthetic education in colleges and universities, supervising and evaluating the quality of the work of aesthetic education in colleges and universities, and carrying out a comprehensive test of the effect of aesthetic education in colleges and universities. The construction of the evaluation system of aesthetic education in colleges

and universities in the new era is the proper meaning of comprehensively strengthening and improving the work of aesthetic education in colleges and universities in the new era. The construction of the evaluation system of aesthetic education in colleges and universities in the new era should be promoted from the four aspects of ideological leadership, system building, mode innovation and technical support, "striving to cultivate new era youth with beautiful hearts, images, languages and behaviours" (Xian, 2021). According to Ye (2022), the establishment of a scientific and effective curriculum evaluation model is an effective guarantee for the smooth implementation of the curriculum and the basis for improving the quality of teaching and learning . Through a literature review, we determined that curriculum design has a positive impact on the improvement of aesthetic literacy.

2.2.5 Teachers Team

Teachers' teaching quality is the most central element among the external factors that affect students' learning effectiveness (Jin&Quan, 2017). The construction of aesthetic education teachers is an important task to strengthen and improve the work of aesthetic education in schools in the new era. With regard to the faculty, Wang Wenke pointed out that the proportion of aesthetic education teacher allocation is reasonably expanded according to the teacher-to-student ratio of the school, and the construction of a reasonably structured faculty is a prerequisite for the effective implementation of the aesthetic education programme (Wang,2021). Hu(2021)points out that the faculty strength of art education as well as the overall team building are key to improving the quality of public art teaching . In China, young and middle-aged teachers in colleges and universities are the main body of classroom teaching, and according to the data released by the Ministry of Education, "by 2016, 69.83% of the teachers in ordinary colleges and universities were under the age of 45 (not included)" (Jin, 2017), and the professional aesthetic ability of a large number of lecturers who are active in the front line of the classroom is the real direct impact on the college students' aesthetic quality development (Ye,2019).Oelkers&Larcher(2007)point out that in Switzerland there is a shortage of teachers in aesthetic education at present and for some time to come, leading to greater differences in the quality or level of teaching in the subject area.

In terms of teachers' cognition, Su(2023) believes that teachers need to get out of the traditional teaching model misconceptions, focus on creating a highly infectious learning atmosphere for students, constantly strengthen the students' sense of participation in learning activities, guide students to achieve multiple levels of comprehensive aesthetic development, and then form an intuitive perception of beauty, and continue to promote the formation and development of students' comprehensive art literacy. Zhou(2022)believes that art teachers, equipped with advanced educational theories and practical spirit, will continue to look for breakthroughs in their own professional development, gradually change their original classroom form that only emphasises the transmission of artistic knowledge and skills, guide students to enhance their core qualities, and make art teaching move from "nurturing beauty with beauty" to "nurturing people with beauty" .

In terms of teacher experience,In the majority of basic education schools in Brazil , the teachers who teach the arts have no training in the field and no experience in the professional aspects of the art language (visual arts, theatre, dance or music). Teaching a subject without relevant training can make learning difficult for students, as teachers do not know what difficulties students will encounter in the learning process(Araújo,2017).According to Ye(2019), the training of young teachers is a process necessary for the design and implementation of aesthetic education programmes in colleges and universities, and is an important part of aesthetic education in colleges and universities, and indeed of the whole aesthetic education enterprise. Taking the thirteen experimental colleges and universities of aesthetic education in Chongqing as an example, all of them mentioned the problems or achievements of aesthetic education teacher training in their mid-term work situation summaries, such as by inviting aesthetic experts from inside and outside the university to participate in aesthetic education and teaching reform seminars, observing teacher training for teaching reforms, and supporting teachers' further education in aesthetic education and practice in art groups . Zhao(2017)pointed out that the development of teachers' aesthetic literacy requires the purposeful, planned and organised implementation of teachers' aesthetic education, teachers' aesthetic training and teachers' conscious self-aesthetic education. In the pre-service teacher training programmes at all levels and in

all categories, "educational aesthetics", "school aesthetics", "art and aesthetics", "aestheticisation", "teaching methods", "aesthetics" and "aesthetics" should be added to the curriculum. Teaching methods", "cross-border aesthetics" and other courses should be supplemented in the pre-service teacher-training programmes at all levels and in all categories, and the professional direction of "school aesthetics" should be added to cultivate aesthetics teachers at all levels and in all categories . Through the combing of the literature, the strengthening of the faculty is a prerequisite and a core element for the effective enhancement of college students to improve their aesthetic literacy.

2.2.6 School Resources

There is a lack of teaching resources, and simple teaching and classroom activities alone cannot develop students' aesthetic and artistic language skills(Gustavo&Irany,2022) .School environmental resources are a big stage for exercising and displaying students' self-aesthetic and expressive abilities (Jin & Yu, 2023). The smooth running of aesthetic education requires the security of the venue (Du, 2023). Yi et al(2023)found that school aesthetic education resources have a higher contribution to the development of children's aesthetic literacy, in which the beautiful school environment and rich school art activities have a positive effect on the development of aesthetic literacy . The construction of school resources and the provision of a more comprehensive and enriched aesthetic education environment are the guarantee for the development of students' aesthetic ability, aesthetic literacy and creativity.In terms of school hardware facilities, many colleges and universities, at the beginning of construction, due to the constraints of construction funds, professional disciplines and school development orientation, have made the construction of art venues such as art museums, theatres and concert halls used to enhance the work of aesthetic education insufficient, which restricts the smooth implementation of the work of aesthetic education. Very often it can only rely on non-aesthetic education venues such as teaching buildings and libraries. Such educational venues not only lack the necessary artistic atmosphere and environment for aesthetic education, but also make it difficult for students to sink their hearts and minds into relevant education (Sun, et al, 2022). Chen & Meng(2019)pointed out that the lack of practical training venues for calligraphy is a common problem in

comprehensive colleges and universities. The calligraphy art with profound history and complex techniques has higher requirements for teaching environment and facilities, and the existing teaching of calligraphy in public classes is mostly simple appreciation of calligraphy or combing of calligraphy history, and the experience of traditional writing environment is only limited to the flashing pictures and hazy imagination on the teacher's PPT, which restricts the enhancement of college students' ability to think aesthetically and practise hands-on. It can be seen that the hardware facilities of college calligraphy are the current solution to the basic problem of calligraphy aesthetic education in comprehensive colleges and universities .

Campus culture, as a "space" for students to grow and become successful, plays an important function in cultivating talents (Wu, 2022). A good campus culture can bring powerful energy, which can make students' hearts pure, minds improved, tastes improved, temperament cultivated, and horizons broadened. Characteristic campus culture influences the lives of teachers and students in an unseen form, gives incentives and norms, is a valuable spiritual wealth, and has a positive role in promoting the development of the school (Zhang, et al, 2023). Zheng(2022)pointed out that the core function of campus culture construction in colleges and universities is to educate people, cultivate teachers and students with unique educational concepts and spiritual and cultural concepts, which mainly include values, outlook on life, worldview and cultural outlook, which are the specific embodiment of the spirit of higher education, and also reflected at the highest level . Aesthetic education is an important component of campus culture and part of the spiritual culture of the campus, which thrives in the campus and gradually influences and changes the aesthetic ability of students, giving play to the ability of aesthetics to nurture and transform people (Zhao, 2018).

Zhang(2021) states that practice is an important aspect of aesthetic education . Practical education is a modern educational concept that allows students to develop an interest in learning through the orientation, experience, and testing brought about by practice. Every aesthetic practice, every cultural interest, creates those "small differences" between people that are decisive for how a person functions in society (Oelkers&Larcher,2007).For example, the extremely rich cultural and spiritual heritage created by the Uzbek people is the basis for the content of art programmes.

The practice of the arts constitutes one of the most important factors in the ability to educate students in literacy(X Ibraimov&S Shovdirov,2023).

For this reason, rich school resources contribute to students' aesthetic literacy.

3.CONCLUSION

This paper explores the impact of the implementation of aesthetic education policy, family concept of aesthetic education, cultural dimensions,programme design, teachers team, and school resources on the aesthetic literacy of non-art major students in higher vocational colleges. Through a literature review, the associations between the implementation of aesthetic policies, family aesthetic concepts, cultural dimensions, programme design, teachers team, and school resources and students' aesthetic literacy are analysed. It is determined that the implementation of aesthetic education policy plays a leading and safeguarding role in the work of building aesthetic education. Parents as the first tutor of children, good family concept of aesthetic education promotes the development of students' aesthetic literacy. Culture, as an important modern cultural form, brings both opportunities and challenges to the cultivation of students' aesthetic literacy. Programme design has a positive impact on the improvement of aesthetic literacy. Strengthening the teaching team is a prerequisite and core element for effective aesthetic education programmes. Abundant school resources help to enhance aesthetic literacy.

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