

The Role of Aesthetic Awareness in Enhancing College Students' Aesthetic Literacy

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Abstract—Aesthetic literacy is an important part of students' development of core literacy, which is an inevitable path and an important embodiment of the comprehensive development of college students. Aesthetic awareness is an important part of aesthetic literacy, and the cultivation of aesthetic awareness is a kind of healthy and upward spirit, which can enrich individual creativity, stimulate individual imagination, and is of great significance to the enhancement of aesthetic literacy. Exploring the relationship between aesthetic awareness and aesthetic literacy, through the analysis of aesthetic awareness and aesthetic literacy, with a view to promoting the reform of aesthetic education in higher education and providing certain references for improving students' aesthetic literacy.

Keywords— Aesthetic literacy, aesthetic awareness, aesthetic cognition.

I. INTRODUCTION

Aesthetic literacy is an important part of the development of students' core literacy, and it is also a necessary path of quality education, and it is also an inevitable path for the overall development of college students (Wu & Lu, 2019). To implement aesthetic education in higher vocational colleges and universities and guide students to develop good aesthetic literacy, it is necessary to lead students to establish a correct aesthetic awareness. The cultivation of aesthetic consciousness is a healthy and upward spirit that can enrich the creativity and stimulate the imagination of individuals (Chen, 2023).

A. Aesthetic Literacy

According to Du Wei, aesthetic literacy is the connotation of aesthetic quality accumulated by individuals on the basis of aesthetic experience, which is mainly composed of three elements: aesthetic knowledge, aesthetic ability and aesthetic consciousness (Du, 2014). College students' aesthetic literacy refers to the qualities and abilities required for college students to engage in aesthetic activities as aesthetic subjects, including college students' correct understanding of aesthetics and its value, the aesthetic interest originating from the need, the intake of aesthetics-related knowledge, and the demonstration of aesthetic ability in aesthetic practice activities, which is an important part of college students' humanistic literacy (He, 2017). Enhancing the aesthetic literacy of college students is not only an important measure to show their own value, but also an important embodiment of the level of aesthetic culture in the whole society.

He et al (2017), through the study of the current situation of aesthetic emotion and influencing factors, found that "public opinion attention, self-requirement, value identity, interpersonal relationship, reading, family atmosphere, school ethos and social ethos have a significant impact on aesthetic emotion". 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 .Yi et al(2023)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 the highest to the lowest: individual>family>school>society. Zhao(2023), starting from exploring the status quo of aesthetic literacy of teacher trainees in Shanghai S University, used the researcher's adapted questionnaire as a tool to survey 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 initiative plays a role in determining their own subjective motivation, and only a high degree of aesthetic self-consciousness can they synthesise and integrate the resources, make use of the network, and look for all the effective ways to improve the level of their own aesthetic literacy .

A review of the literature reveals that in the current large-scale comprehensive survey the influence on aesthetic literacy is mostly explored in terms of society, schools, families, and individuals, and that these factors have a significant impact on aesthetic literacy.

B. Aesthetic Awareness

Aesthetic awareness, as the name suggests, is the awareness about beauty, which is a part of human self-awareness (Chen, 2003). Aesthetic awareness is a kind of dynamic reflection of the aesthetic object. As a kind of social awareness, aesthetic awareness belongs to the category of ideology, which is a special kind of ideology. As far as the individual is concerned, aesthetic awareness is one of the main components of the individual's worldview, outlook on life and

values, and is the embodiment of his or her life aspirations and social ideals in terms of aesthetics (Du, 2014). Luo & Pang (2023) pointed out that aesthetic ideology is an ideology with specificity, on the one hand, it is intertwined with aesthetics, on the other hand, it is intertwined with social existence as well as other awareness, it is not a simple addition of aesthetics and ideology, it is an aesthetic manifestation of the individual as well as of the process of social development based on the existence of the society. "The shaping of aesthetic awareness is aimed at cultivating good aesthetic interests and positive aesthetic ideals." Through aesthetic education, the individual's aesthetic awareness is raised, so that the individual has a more positive and healthy attitude towards the world. Aesthetic awareness is the precursor of individuals' aesthetic activities, and only by shaping a healthy and positive aesthetic awareness is it possible to cultivate noble aesthetic interests, so as to make aesthetic choices and criticism more accurately, which is conducive to the positive realisation of individuals' aesthetic ideals (Zhou, 2020).

The nature of aesthetic awareness is the embodiment of ideology, the development of which is bound by the individual's moral level and cognitive ability, and at the same time, reacts to the individual's moral level and cognitive development. Aesthetic cognition is people's judgement and cognition of whether the things around them are "beautiful" or not. Zhao Lingli's "Aesthetic Conceptual Cognition - Scientific Interpretation and Empirical Evidence", argues that "the improvement of the degree of understanding of aesthetic concepts can effectively promote the improvement of creative thinking homework grades, and through experiments, from the third grade of primary school to the second grade of university have shown a common upward trend of the two, and that creative thinking and aesthetic rationality have the property of synergistic development between them" (Chen & Zhao, 2016). Meanwhile, Zhao Lingyi in "Multi-valued Logic and Aesthetic Logic - On the Logical Basis of Aesthetic Cognition" suggests that aesthetic cognition is not intuitive, but has a logical basis such as multi-valued logic (Zhao, 2003). Ding & Cui (2009) The Ideological Dialectic of Aesthetic Cognition argues that human aesthetic activity consists of two major processes: aesthetic cognition and aesthetic metacognition. They have different subject positioning and object objects respectively, and the authors believe that aesthetic activities must go through the cognitive - metacognitive processing process, while the aesthetic subject and object in between present a kind of interdependence, opposition, penetration, transformation, and synergistic unification of the cognitive processing process. The aesthetic cognitive process involves aesthetic value judgement as well as aesthetic experience (aesthetics), while the physiological level of the upliftment effect spreads throughout the major systems of the body (Chen & Zhao, 2016). College students' aesthetic cognition is the process and result of their feeling and understanding of the aesthetic level of things. In the process of interacting with objects, college students' original aesthetic psychology changes, creating an intuitive impression in their minds, and then analysing and judging them according to their own value

system, and finally reaching aesthetic cognition (Zhang, 2021).

Through the literature, it is found that the empirical research results on aesthetic literacy and aesthetic awareness, aesthetic cognition are quite rich, providing theoretical support for the development of aesthetic education. Moreover, some domestic researchers have begun to pay attention to the turn of aesthetic education in the way of research, focusing on drawing on aesthetic cognition, neuroaesthetics and other related research results to study aesthetic education. However, the shortcoming is that few scholars are able to combine the research results of aesthetic awareness and aesthetic cognition with the aesthetic literacy of college students to provide a scientific theoretical basis for the improvement of aesthetic literacy.

II. THE INFLUENCE OF AESTHETIC AWARENESS ON COLLEGE STUDENTS' AESTHETIC LITERACY

Aesthetic awareness and abstraction are vital to the creative process, enabling students to develop original and novel products for the future. By guiding students to a higher level of aesthetic awareness, they can reach the level of the subconscious mind and discover and express their inner voice in new forms (Heimer, 2023). The level of aesthetic perception not only helps to increase students' success, but also enables them to create artwork and inspires students to create artwork for performance (Miralay & Egitmen, 2019). Individuals' aesthetic perception and aesthetic production methods have a decisive influence on the way people live and behave. The ultimate goal of aesthetic education is to make students' aesthetic viewpoints and aesthetic interests part of their psychological temperament and influence their code of conduct, thus improving their aesthetic literacy (Wang, 2018). Through their research, Yi et al. (2023) found that children's curiosity and positive attitude towards life are the most important factors in promoting the development of their own aesthetic literacy, and that this influence becomes stronger as the school level rises.

Wang (2022) pointed out that in the era of digital culture, the cultural concepts of college students will float around, it is difficult to form their own correct identification methods, and cognitive bias and false needs often occur in aesthetic experience, especially in the aesthetic cognition of college students. Colleges and universities are both the main channel of cultural creation and the executor of aesthetic education, and their dual identity predetermines that higher education, in addition to preaching and teaching, should also endeavour to establish students' aesthetic awareness and psychologically lay the foundation for improving their aesthetic pursuits. This is because today's college students and higher education can not be separated from the popular culture, the ivory tower can no longer stand alone. Colleges and universities in reality must maintain a certain "distance" from the secular society, and at the same time, through high-level aesthetic education to make college students establish aesthetic awareness, and strengthen the transcendental ideal of college students themselves. Only in this way can the aesthetic style and taste of college students be improved (Qu, 2020). Wu Hongxiao & Lu Kuanmin

believe that college students' aesthetic literacy has a developmental character, with the deepening of college students' knowledge of the world, the improvement of the level of aesthetic knowledge and enrichment, and the growing richness of aesthetic experience, college students' ability to feel and create beauty will continue to improve, and their aesthetic awareness will continue to be strengthened, so that college students' aesthetic literacy will show an overall upward trend (Wu & Lu, 2019).

Zhang Fan pointed out that aesthetic education in colleges and universities advocates the shaping of a healthy and harmonious personality, and the possession of a peaceful state of mind and rational emotions in social communication, guiding generations of college students to strive for self-improvement in order to realise unity and amity, and to live together with one's own destiny. As Cai Yuanpei said, "Education is the business of character formation", and its value stance and inner spirit can lead college students to cultivate the mindset of seeking harmony between mind and body and the moral sentiment of seeking a commonwealth in the world from the inside out (Zhang, 2021). Liu Cen and Kuang Wei pointed out that during students' aesthetic creation, students in higher vocational colleges and universities have already possessed a certain degree of practical ability with the help of the guidance and stimulation in the early stage, and at this time, it is necessary to strengthen the relevant contents of the aesthetic experience, which will help students' transformation of their aesthetic ideology and gradually turn it into the aesthetic material form, and push forward the formation and improvement of students' aesthetic literacy (Liu & Kuang, 2019). Huang Yafei (2023) "Value Implications and Practical Exploration of Aesthetic Education for College Students in the New Era", Li Li (2022) "Research on Aesthetic Education for College Students in the New Era under the Perspective of Comprehensive Development of Human Beings", Bi Yufang and Liu Qian (2021) "Research on the Path of Constructing Aesthetic Personality of Higher Vocational College Students under the Perspective of Aesthetic Education", Yi Yangyang (2021), Wu Hongxiao (2020) "Research on the Path of Enhancing the Aesthetic Literacy of College Students in the Era of New Media Path Research", Hu Rong (2019) "Talking about the Cultivation and Enhancement of Aesthetic Literacy of Higher Vocational Students", and Ye Mingming (2019) "Research on the Teaching of Public Elective Courses of Art Appreciation in Colleges and Universities under the Perspective of Aesthetic Literacy" deal with the relationship between aesthetic awareness and the enhancement of students' aesthetic literacy in their studies.

Karl Marx, a German thinker in the 19th century, once said, "Ideas are nothing more than substances that have been moved into and transformed in the minds of men." Theory comes from practice and in turn guides practice, and only with the awareness of ideology can the consciousness of practice be enhanced (Cao, 2021). College students should establish a correct aesthetic awareness.

III. CONCLUSION

This paper discusses the influence of aesthetic awareness on college students' aesthetic literacy. Through literature combing, it is found that aesthetic awareness is an important part of aesthetic literacy, and aesthetic awareness has a positive promotion effect on college students' aesthetic literacy. Concept is the precursor of action, college students should be aware of the significance of aesthetics and aesthetic education to their self-development, set up a correct aesthetic awareness, and take the mainstream social aesthetic standards as the benchmark for judgement in the aesthetic activities, so as to promote the improvement of their own aesthetic literacy.

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