

The Effects of Aesthetic Policy Implementation, Family Aesthetic Concepts and Cultural Dimensions on Students' Aesthetic Literacy in Higher Vocational Colleges and Universities in Shandong Province

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Abstract Aesthetic literacy is an important part of humanistic literacy, which has an important impact on the overall development of individuals. This paper takes three vocational colleges of Shandong Province as an example, comprehensively uses literature research, statistical surveys and other methods, Exploring the factors affecting aesthetic literacy in terms of the implementation of aesthetic policies, family concepts of aesthetic, and cultural dimensions. Significant differences were found among the three institutions of higher education in terms of family conceptions of aesthetics, with the most significant difference being found in Shandong Institute of Commerce and Technology. There were no statistically significant differences between the freshman, sophomore, and junior years regarding the implementation of aesthetic policies, cultural dimensions, and aesthetic literacy. The cultural dimension has no significant effect on aesthetic literacy. Therefore, it is suggested to: improve the implementation of national aesthetic education policy, strengthen the top-level design, and build a leadership mechanism for university students' aesthetic education at the government, school, and faculty levels, so as to improve the quality of aesthetic education; set up the concept of aesthetic growth between children and parents, and give full play to the role of the family environment in the inculcation of children's aesthetic qualities; create local characteristic cultural IPs, disseminate Chinese traditional culture, and strengthen network supervision to open up new positions for aesthetic education online. We will also create local cultural IPs, disseminate China's outstanding traditional culture, and strengthen network supervision to open up new positions for aesthetic education on the Internet.

Keywords: Professional school, Aesthetic literacy, Aesthetic policy implementation, Family aesthetic concept, Cultural dimension

1. Introduction

1.1. Background of Study

Since the establishment of New China, aesthetic education has received constant attention, improvement, and accomplishments. However, aesthetic education remains the weakest component of the entire educational project, and aesthetic education in higher vocational colleges and universities is merely the surface level of aesthetic education. Additionally, there is a significant disconnect between college students' aesthetic literacy and the demands of contemporary development. As a researcher on aesthetic education in Shandong Province's higher vocational colleges and universities, I carried out a thorough investigation of the influencing factors and the function of the mechanism for promoting the development of students' artistic sensibilities in

accordance with the national top-level design orientation.

The factors influencing the aesthetic literacy of college students are now the subject of very few research studies conducted in China. According to Yi et al. (2023) there aren't many studies based on various influencing factors; instead, the majority of current research focuses on examining and analyzing the state of one aspect of aesthetic literacy, such as aesthetic emotion, aesthetic interest, aesthetic value, aesthetic ability, aesthetic demand and aesthetic activity, aesthetic need and judgment, etc. Even though these studies can provide us with a certain perspective on students' aesthetic literacy, it is challenging to understand the relationship between the various aspects of aesthetic literacy holistically, and there aren't

enough analyses of variables like the application of aesthetic education policies, family concepts of aesthetic education, and cultural dimensions that affect students' aesthetic literacy, which is not conducive to the construction of a theoretical model that can guide the practice and promote the development of students' aesthetic literacy.

Therefore, this study aims to address the following questions in order to better support the development of students' aesthetic literacy in higher education institutions: first, are there significant differences in terms of variables between the three higher education institutions, and second, are there significant differences in terms of variables between the three student grades? Second, how does the growth of pupils' aesthetic literacy relate to the creation of policies, family ideas of aesthetic education, and cultural factors? The specific roles of family concepts of aesthetic education, cultural dimensions, and the formulation of aesthetic education policies in the process of students' development of aesthetic literacy can be clarified through the study of understanding the current level of aesthetic literacy among students and the factors influencing it. On the other hand, it can also provide a more targeted and persuasive factual basis for the effective implementation of aesthetic education.

1.2. Significance of the Study

1.2.1. Theoretical significance

Students' aesthetic literacy is an important part of students' comprehensive development, which is related to the realisation of the purpose of education. In recent years, the number of articles related to the aesthetic literacy of college students has made a relatively large breakthrough, and aesthetic education has been increasingly valued in colleges and universities, but there are relatively few studies involving this group in higher vocational colleges and universities. Students in higher vocational colleges and universities are not only the direct beneficiaries of aesthetic education in schools, but also the concrete implementers of future aesthetic development, which has a special 'dual role', the importance of which should not be ignored. This study explores in depth what factors affect the aesthetic quality of college students, and provides certain theoretical value to the research and reform of aesthetic education in higher

vocational colleges and universities in Shandong Province.

1.2.2 Practical significance

From the practical level, the purpose of aesthetic education in higher vocational colleges is to help college students experience beauty, discover beauty and create beauty, as well as to help college students set up a correct worldview, outlook on life and values and to enhance their spiritual realm. Improving the aesthetic quality of college students and letting culture infiltrate students' minds undoubtedly complements the value guidance of the construction of socialist spiritual civilisation. Most of the existing studies on aesthetic education of college students are only at the empirical level and lack depth in empirical research. Fully using empirical research to investigate the current situation of aesthetic literacy of college students in three higher vocational colleges and universities in Shandong Province, to clarify the factors affecting the aesthetic literacy of college students, to obtain first-hand information for the study, to form a relatively novel research paradigm of aesthetic education in higher vocational colleges and universities, to carry out specific empirical analyses, to put forward the ideas of improvement, and ultimately, to provide references for the development of the development of aesthetic education in higher vocational colleges and universities in contemporary China.

2. Literature Review And Research Hypothesis

Based on analyzing and combing the relevant literature and drawing on it, this study proposes research hypotheses on the influencing factors and mechanisms of the development of students' aesthetic literacy in terms of the implementation of aesthetic education policies, the concept of aesthetic in the family, and the cultural dimension.

2.1 Aesthetic Policy Implementation and Aesthetic Literacy

According to Muzyka et al., ensuring high-quality education at every level—from preschool to vocational training—should be the top objective of education policy. instruction policy should guarantee the excellent quality of art instruction since it is a component of the general education program. The breadth of artistic learning as a

means of cultivating a person's socio-cultural potential for aesthetic and creative elites has a significant impact on both a person's spiritual development and cultural formation (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, and 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.

There is evidence from other research in the literature indicating there is a connection between students' aesthetic literacy and the implementation of aesthetic education policy. There is more evidence available regarding the specific aspects of the implementation of aesthetic education policies, such as their formulation and their effects (He,2017) . After reviewing the literature, we have concluded that the implementation of aesthetic education policies is both a leading and protective role in the work of creating aesthetic education. Thus, the following theory is put forth. H1: Students' aesthetic literacy is impacted by the aesthetic education policy's execution.

2.2 Family Aesthetic Concepts and Aesthetic Literacy

Through surveys and studies, Kirkpatrick, Shelton et al. (Yi et al., 2023) discovered that children from musically inclined households demonstrated higher levels of musical aesthetic literacy, including pitch accuracy, melodic recognition, and musicality, than did children from non-musical homes. Family capital is a significant, direct, and vital component that influences children's educational acquisition (Wang, 2019). According to Becker's argument, distinct households impact variations in the socioeconomic level of their offspring's generation

by allocating varied amounts of resources towards their children's human capital (Becker, 2009). The results indicate that, regardless of musical ability, only parents who appreciate music and give their kids a rich musical environment at home through emotional reflection of music ultimately contribute to their children's musical ability. This love of music can easily be passed on intergenerationally through the aesthetic environment of the home (Guerrini, S. C., 2005). It has also been pointed out that there is no direct genetic relationship between parents' musical talent and their children's musical ability. Family socioeconomic conditions were more strongly associated with arts academic achievement among adolescents with a high family arts climate than among those with a poor family arts climate (Yuan et al., 2021). Anttila & Matthews (2018) state that a child's chances of realizing 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 and create art in the continuous improvement of their own aesthetic quality." (Yi & Du, 2015). He et al.'s (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 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 affect 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 endeavors.

Based on established research, it was determined that family conceptions of aesthetics have a close influence on the development of students' aesthetic literacy. The hypothesis was formulated. H2: The concept of family aesthetic education has an impact on students' aesthetic literacy.

2.3 Cultural Dimension and Aesthetic Literacy

Popular culture promotion has the power to fully express human sensuality and elevate aesthetic sensibility (Qu, 2020). Popular culture is a significant contemporary cultural genre that offers students both opportunities and problems in their pursuit of an aesthetic education. The practice of aesthetic education needs to be reflected upon in order to address the challenges. First, it is necessary to strengthen the value orientation of aesthetic education and enhance the humanistic taste of popular culture; second, it is necessary to fully acknowledge the positive role of popular culture and create a new model of all-around aesthetic education; and third, it is necessary to follow

popular culture's lead and create 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 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 impacts 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, 2023). 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 a large body of literature, we determined that cultural dimensions have a close influence on the development of students' aesthetic literacy. H3: Cultural dimensions have an impact on students' aesthetic literacy.

3.Research Methods

This study created and developed a questionnaire on the factors that influence the aesthetic literacy of students who do not major in art at higher vocational colleges in Shandong Province. By proportional stratified random sampling method.The survey was administered to non-art majors in Zibo Vocational Institute, Shandong Institute of Commerce and Technology, and Rizhao Polytechnic, targeting their freshmen, sophomores, and juniors. In this paper, the study was conducted using a deductive research method, which focuses on clarifying the relationship between the research variables. Specifically, this study uses quantitative research to analyse the data in depth. Cronbach's alpha values were utilised to measure the consistency and reliability of the questionnaire. Exploratory factor analysis was used to measure the structural validity of the scale and to determine whether the measured variables of

each latent variable had stable consistency and structure. Descriptive analysis was used to validate the data collected, including percentages and frequencies, mean, standard deviation, skewness, kurtosis, etc. of each variable, which helped to understand the distribution of the variables, concentration trends and the degree of variability. Pearson correlation analysis was used to verify whether there is any mutual correlation among the variables involved in this study. Path hypothesis testing was used to test the significance of the path coefficients to determine whether there is a significant causal relationship between the variables.

3.1 Data Collection

An electronic survey was carried out to give a thorough and accurate representation of the student body at Shandong Institute of Commerce and Technology, Rizhao Polytechnic, and Zibo Vocational Institute. With the aid of "Questionnaire Star" software, the survey, entitled "Survey on Factors Influencing Aesthetic Literacy of Non-Art Major Students in Shandong Vocational Colleges," was composed. The respondents' computers or mobile phones received URL links that led to the electronic questionnaire. This questionnaire survey through the questionnaire star to the three institutions of freshman, sophomore, junior college students recovered 521 electronic questionnaires, excluding invalid questionnaires, valid questionnaires 461, the effective rate of 88.5%. Zibo Vocational Institute produced 164 of the 461 respondents, or 35.6% of the total, according to statistical analysis performed with SPSS software. 36.4%, or 168 people, were from Shandong Institute of Commerce and Technology, and 28%, or 129 people, were from Rizhao Polytechnic. By academic year, the respondents were divided into 145 juniors (31.5%), 118 sophomores (25.6%), and 198 freshmen (43%). Overall, the survey's sample size was suitable, and the participants were chosen from a diverse pool, yielding a representative sample. The survey's findings are therefore legitimate from a scientific standpoint and accurately depict the state of the variables affecting students' aesthetic literacy.

3.2 Research Instruments

A standardized five-point Likert scale was used in the questionnaire to collect data. There were two

primary sections of the survey. Two questions made up the first section, which gathered basic data regarding the students' academic year and school. Responses to the second section's four dimensions ranged from "strongly disagree" to "strongly agree." To guarantee uniformity in answers, a few questions were scored backwards. There were thirty items in the questionnaire in total, which included: Questions 3–9: Evaluating how well aesthetic education policies are being implemented. Questions 10–14: Assessing the ideas of family aesthetic education. Questions 15–22: Examining aspects related to culture. Aesthetic literacy measurement questions 23–32.

3.3 Reliability and validity tests

3.3.1 Reliability

Variables	Cronbach Alpha	Number of items
Aesthetic Policy Implementation	0.900	7
Family Aesthetic Concept	0.868	5
Cultural Dimension	0.909	8
Aesthetic Literacy	0.924	10
Questionnaire Overall	0.914	30

Table1: Reliability test for each variable of the questionnaire

One important determinant of the questionnaire's dependability is its reliability. The aesthetic literacy questionnaire was subjected to a reliability study using SPSS 25.0 software. The findings of the reliability analysis indicate that the questionnaire's overall Cronbach's alpha coefficient is 0.914, with its thirty items representing four latent variables. In particular, the reliability coefficient for the variable measuring the application of policies related to aesthetic education is 0.900; it is 0.868 for family aesthetic education concepts; it is 0.909 for cultural dimensions; and it is 0.924 for aesthetic literacy. These findings show that all of the study's variables had reliability coefficients higher than the average of 0.7. As a result, the questionnaire created for this study shows strong consistency and reliability, making it appropriate for more research.

3.3.2 Validity

We used two methods to evaluate the questionnaire's validity. Initially, we employed expert evaluation to make individual question revisions in response to input from experts. Second, we used the survey data that we had gathered to

perform a structural validity test.

The validity investigation was conducted using exploratory factor analysis (EFA). It is crucial to ascertain whether the data satisfy the requirements for factor analysis before proceeding. In general, two requirements must be satisfied: the significance level of Bartlett's test of sphericity must be less than 0.05, and the Kaiser-Meyer-Olkin (KMO) measure must be more than 0.7. Strong correlations between the observed variables suggest that the data are acceptable for factor analysis if these requirements are met.

KMO		0.939
Bartlett's Test of Spherical	Approximate Chi-Square (χ^2)	7512.581
	Degrees of Freedom (df):	435
	Significance Level (p-value)	0.000

Table2 :KMO and Bartlett's test of spherical

The KMO measure for the study's questionnaire is 0.939, which meets the conventional criterion of 0.7, according to the validity test findings from the table, indicating that the questionnaire is appropriate for exploratory factor analysis. Further supporting the suitability of the data is the approximate chi-square value of 7512.581 with a significant p-value of 0.000, which is less than the 0.001 significance level, according to the results of Bartlett's Test of Sphericity. As a result, it is verified that the study's questionnaire has strong structural validity.

3.3.3 Analysis of Differences

One-way A statistical technique called ANOVA (Analysis of Variance) is used to compare the means of several groups and see whether any differences exist that could have a major impact. Examining differences amongst students from various academic years and schools is a useful application of this strategy. It aids in determining the statistical significance of the observed variations in results.

		API				FAC				CD				AL			
		Mean	SD	F	P	Mean	SD	F	P	Mean	SD	F	P	Mean	SD	F	P
School	Zibo Vocational Institute	3.7073	.98959			3.6805	.99291			3.8089	.89065			3.7665	.92420		
	Shandong Institute of Commerce and Technology	3.7806	.96459	0.371	.830	3.8000	.94849	4.856	.038	3.8713	.89319	1.606	.202	3.7900	.92041	.358	.807
	Rizhao Polytechnic	3.7962	.84006			3.4682	1.07089			3.7100	.89022			3.7288	.92284		
Grade	Year 1	3.7734	.93551			3.6364	.99842			3.7260	.94096			3.6525	.94853		
	Year 2	3.7845	.96308	.191	.826	3.7593	.94627	.703	.496	3.8020	.92027	2.021	.154	3.8108	.89334	2.682	.070
	Year 3	3.7182	1.01600			3.6262	1.07011			3.9371	.81358			3.8000	.89300		

Table 3: One-Way ANOVA

The study used one-way ANOVA to compare the three vocational institutions in terms of four variables: cultural dimensions, aesthetic literacy, family aesthetic education concepts, and the application of aesthetic education policies. The following is a summary of the findings: Putting Aesthetic Policies into Practice: Regarding the application of aesthetic education policies, there are no statistically significant differences between the three colleges, as indicated by the F-value = 0.371 and the p-value = 0.690 ($p > 0.05$). Concepts of Family Aesthetics: The F-value is 4.036, and the p-value is 0.018 ($p < 0.05$) indicates that the institutions' conceptions of family aesthetic education differ statistically significantly. Cultural Dimensions: There are no statistically significant variations in the cultural dimensions across the colleges, as indicated by the F-value of 1.606 and the p-value of 0.202 ($p > 0.05$). Aesthetic Literacy: There are no statistically significant variations in aesthetic literacy between the colleges, as indicated by the F-value of 0.108 and the p-value of 0.897 ($p > 0.05$). All things considered, the research shows that there are no statistically significant variations in the way that aesthetic education policies are implemented, cultural aspects, or aesthetic literacy are taught among the various institutions. Nonetheless, there are notable variations in family aesthetic education ideas among the institutions, which need for additional research to fully understand these variations.

For family aesthetic education concepts, the one-way ANOVA results show the following F-values and mean scores for the three schools: Zibo Vocational Institute: F-value = 0.986, Mean = 3.6805 ; Shandong Institute of Commerce and Technology: F-value = 0.900, Mean = 3.8000 ; Rizhao Polytechnic: F-value = 1.160, Mean = 3.4682. These data illustrate the differences in family aesthetic education concepts among the institutions. Notably, Shandong Institute of Commerce and Technology has the highest mean score of 3.8000, while Rizhao Polytechnic has the lowest mean score of 3.4682.

The study used one-way ANOVA to compare four variables— aesthetic literacy, cultural dimensions, family aesthetic notions, and the application of aesthetic policies—across three academic years. The following is a summary of the findings: Putting

Aesthetic Policies into Practice: The application of aesthetic policies did not differ statistically significantly across the three academic years, as indicated by the F-value = 0.191 and the p-value= 0.826 ($p > 0.05$). Family Aesthetic Concepts: There are no statistically significant variations in family aesthetic concepts throughout the course of the academic years, as indicated by the F-value =0.703 and the p-value =0.496 ($p > 0.05$). Cultural Dimensions: The p-value = 0.134 ($p > 0.05$) and the F-value = 2.021 indicate that there are no statistically significant variations in cultural dimensions between the academic years. Aesthetic Literacy: There are no statistically significant changes in aesthetic literacy between the academic years, as indicated by the F-value = 2.682 and the p-value =0.070 ($p > 0.05$). The analysis concludes that there are no statistically significant variations between the academic years in the application of aesthetic policies, family aesthetic conceptions, cultural dimensions, or aesthetic literacy. The samples from several years show that these variables are consistent.

3.3.4 Descriptive Statistical Analyses (N=461)

	Mean	Kurtosis		Skewness		Percentile		
		Statistical Value	Standard Error of Kurtosis	Statistical Value	Standard Error of Skewness	Low <25	Moderate 26-74	High >75
Aesthetic Policy Implementation	3.759	-0.245	0.227	-1.127	0.114	118 (25.6%)	134 (29.1%)	209 (45.3%)
Family Aesthetic Concept	3.665	-0.729	0.227	-0.842	0.114	116 (25.2%)	183 (39.7%)	162 (35.1%)
Cultural Dimension	3.823	0.271	0.227	-1.333	0.114	112 (27.5%)	188 (37.6%)	161 (34.9%)
Aesthetic Literacy	3.767	-0.494	0.227	-1.074	0.114	115 (25.2%)	141 (30.3%)	205 (44.5%)

Table4: Descriptive statistical analysis of the variables

In this study, the normality of the data from the questionnaire survey was assessed using the skewness and kurtosis of each item in the preceding table. According to some academics, data must meet two requirements in order to be considered regularly distributed: absolute skewness of less than three and absolute kurtosis of less than ten (West, S. G., Finch, J. F., & Curran, P. J., 1995). The data can be used to support the ensuing statistical analyses since, as can be seen from the above table, the sample data acquired this time meet the requirements for absolute skewness and absolute kurtosis. Additionally, each data point's standard

deviation is close to 1, indicating a low degree of dispersion and more uniform answers from the subjects.

The mean value of the implementation of the aesthetic education policy was 3.759, with 25 % of the respondents below this mean, 118 in total; 134 in the 26%-74 % range; and 209 greater than 75 %, indicating that the majority of the respondents had a high opinion of the implementation of the aesthetic education policy. The mean value of the family's perception of aesthetic education was 3.665, with 116 below 25 %, 184 in the 26%-74 % range, and 162 greater than 75 %. The mean value of cultural dimensions was 3.823, with 112 respondents below 25%, 188 in the 26%-74% range, and 161 greater than 75%. Aesthetic literacy had a mean of 3.767, with 115 below 25 %, 141 in the 26%-74 % range and 205 greater than 75 %.

3.3.5 Relevance Analysis

In order to look into the links between the variables under examination, this study uses Pearson correlation analysis. A correlation analysis is carried out to ascertain whether these variables are related to one another. To find out if there are any significant connections between the variables, statistical significance tests are utilized. There may be significant correlations between the variables if the results are statistically significant.

	Aesthetic Policy Implementation	Family Aesthetic Concept	Cultural Dimension	Aesthetic Literacy
Aesthetic Policy Implementation	1			
Family Aesthetic Concept	.355**	1		
Cultural Dimension	.116*	.175**	1	
Aesthetic Literacy	.360**	.523**	.155**	1

* $P < 0.05$, ** $P < 0.01$ Significantly correlated at level

Table 5 : Relevance Analysis

The Pearson correlation coefficients between the four latent variables used in this study's survey are all above 0.1, and the corresponding significant P-values are all less than the 0.05 statistical criterion of significance, according to the correlation analysis results in the above table. This suggests that the correlation coefficients are statistically significant and can thus fully demonstrate that the four latent variables used in this study's survey have a significant correlation between the two.

Among these, $r = 0.360$, $P < 0.001$, indicates a strong positive link between aesthetic literacy and

the use of aesthetic education policy. The idea of familial aesthetic education and aesthetic literacy have a strong positive link ($r = 0.523, P < 0.001$). The cultural aspects and aesthetic literacy have a strong positive link, but it is weak ($r = 0.155, P < 0.001$).

3.3.6 Path Analysis of Hypothetical Models

Once it has been established that the model is successfully adapted, it is necessary to test the model's path coefficient and correlation coefficient in order to assess how well the experimental data under investigation are adapted. After the model has been standardized, the path coefficient shows the direct relationship between the two variables; the greater the path coefficient, the stronger the correlation and the greater the impact effect. When the path coefficient is higher than 0.6, the indicator must be taken into account more since the higher the coefficient, the larger the indicator's influence.

Hypothesized Paths		Unstandardized Path Coefficients	S.E.	t	P	Standardized Path Coefficients	R ²
Aesthetic Literacy	<- -- Aesthetic Policy Implementation	0.217	0.056	3.879	***	0.190	0.37
Aesthetic Literacy	<- -- Family Aesthetic Concept	0.522	0.060	8.711	***	0.498	
Aesthetic Literacy	<- -- Cultural Dimension	0.051	0.047	1.093	0.274	0.048	

*** $P < 0.001$, ** $P < 0.01$, * $P < 0.05$

Table 6: Path Coefficient Examination

The degree to which one variable in the model is explained by another is shown by the R value. R values above 0.36 are typically regarded as satisfactory, and values above 0.5 as optimal. The R coefficient for aesthetic literacy is 0.373, meaning that the independent variables in the model account for 37.3% of the variance in aesthetic literacy, based on the path analysis results shown in the above table. The introduction of aesthetic policies has a considerable positive impact on aesthetic literacy, as indicated by the standardized path coefficient of 0.190 ($t = 3.879, p < 0.001$) for aesthetic literacy.

Consequently, hypothesis H1 is validated. Family aesthetic conceptions have a strong beneficial impact on aesthetic literacy, as evidenced by the standardized path coefficient of 0.498 ($t = 8.711, p < 0.001$) for aesthetic literacy. Consequently, hypothesis H2 is validated. Cultural dimensions do not significantly affect aesthetic literacy, as seen by the standardized path coefficient for cultural dimensions on aesthetic literacy of 0.048 ($t = 1.093,$

$p > 0.05$). Consequently, there is no support for hypothesis H3.

4. Research Conclusions And Recommendations

Through the study, it was found that there were significant differences in the concept of family aesthetic education among the three higher vocational colleges in Shandong Institute of Commerce and Technology. There was a statistically significant association between aesthetic policy development, family conceptions of aesthetic education, cultural dimensions, and students' aesthetic literacy. There was a significant effect of aesthetic policy implementation, family concepts of aesthetic on aesthetic literacy, and no significant effect of cultural dimensions on aesthetic literacy. Based on this, this study proposes educational countermeasures and recommendations to address the main findings.

4.1. Conclusions

4.1.1. There is a significant difference in the concept of family aesthetic education between different schools, in which the students of Shandong Institute of Commerce and Technology have a higher level of family aesthetic education.

According to the results of one-way ANOVA in different schools, students of Shandong Institute of Commerce and Technology have higher levels of family aesthetic education. This means that students of Shandong Institute of Commerce and Technology have the highest level of agreement or acceptance of the concept of family aesthetic education among the schools participating in the survey, reflecting the school's relative strength in this area. The school is located in Jinan, the capital of Shandong Province, which is one of China's famous historical and cultural cities, known as the 'Spring City', with many famous springs such as Baotu, Heihuquan, and Pearl Spring, etc. These natural landscapes not only enhance the city's cultural ambience but also positively affect the aesthetic education of students. The school's enrollment in previous years has been concentrated in ten provinces, including Shandong, Henan, Jiangsu, Shaanxi, and Sichuan. These regions are known as the birthplace of Chinese culture and possess deep historical and cultural deposits (Wang, 2015). In such culturally rich regions, parents usually pay more attention to their children's all-round development, and aesthetic

education receives greater attention and support. The inculcation of traditional culture makes the concept of family aesthetic education an important part of family education, which promotes the overall improvement of students' artistic literacy, aesthetic ability, and comprehensive quality (Zhang,2018) , which is highly compatible with the findings of this study. Higher vocational colleges and universities should strengthen the research on the cultural characteristics of the enrolment area and make use of the local rich historical and cultural resources to carry out regional characteristics of aesthetic education activities. Students' parents combine the regional cultural characteristics to educate their children about traditional culture and promote their children's all-round development through the inculcation of traditional culture.

4.1.2. The implementation of aesthetic policies has a significant positive effect on aesthetic literacy

The implementation of the policy on aesthetics has provided strong institutional safeguards and directional guidance for the enhancement of aesthetic literacy. Under the impetus of the policy, schools, families, and all parties in society have been able to pay more attention to aesthetic education, actively integrate resources, and carry out rich and varied aesthetic education activities. Since the 18th National Congress, the Chinese government has introduced a series of major policies, and the effectiveness of major policy initiatives in teaching aesthetic education in schools can be seen and felt. Artistic literacy of primary and secondary school students has shown promising changes at the original level, and more and more young and middle-aged artists and art educators have emerged and are active at all levels of culture and art fronts and in all types of schools at all levels in China. China has made remarkable progress in the areas of policy support, educational and teaching reform, and conditions and safeguards for aesthetic education in Chinese schools, with students' aesthetic and humanistic qualities rising markedly and the popularity of aesthetic education in schools reaching an unprecedented level.

4.1.3. Family concepts of aesthetics have a significant positive effect on aesthetic literacy

As an important environment for individual growth, the family's concept of aesthetic education

has a direct impact on the formation and development of children's aesthetic qualities. Positive concepts of family aesthetics encourage parents to pay more attention to their children's all-round development, to educate their children about traditional culture by combining the cultural characteristics of their regions, to let their children touch and feel beauty in their daily lives, and to cultivate their love and pursuit of beauty. Under the guidance of the concept of family aesthetic education, children can gradually form a good sense of aesthetics and aesthetic ability in the cultivation of traditional culture and improve their own aesthetic quality. At the same time, family affluence is the most important factor affecting the aesthetic quality of college students in the new media era. The economic foundation determines the superstructure, and the economic situation of the family and the level of family education have a profound influence on the level of aesthetic literacy of college students.

4.1.4. Cultural dimensions have no significant effect on aesthetic literacy

The importance of traditional Chinese culture, although its influence may not be apparent in a short period of time, through long-term attention and efforts, traditional Chinese culture will have a far-reaching positive impact on students' aesthetic literacy. To explore the reasons, the Chinese nation has its own profound history, culture, and value pursuits, but with the development of the times, these memories are diminishing, especially in the environment of the growing network culture. People's memories of traditional culture, revolutionary history, and traditional moral concepts are even more subjected to the impact and test of the new technology, new concepts, new culture, and new ways of production activities (Zhang,2020).China began to pay attention to aesthetic education at the end of 2013 after the Third Plenary Session of the 18th CPC Central Committee, which made an important deployment of aesthetic education and subsequently introduced a series of policies and measures. It takes a long time for aesthetic education policies to be formulated, introduced, and implemented, yet for these college students born around 2005, they had relatively little exposure to aesthetic education from kindergarten to primary school, and their

middle and high school years were focused on learning cultural knowledge due to academic pressures. The 5,000-year history of Chinese civilization has nurtured a profound traditional aesthetic culture that emphasizes the experience of beauty, but most students lack sufficient aesthetic experience. Moreover, the influence of traditional culture does not have an immediate effect but is often a process of subtle and slow penetration. At the same time, contemporary college students are physically and mentally immature, and they are easy to lose themselves in the face of the complicated and wonderful network world. College students are not strong in screening and discerning complex network information and are unable to objectively and effectively evaluate and make use of network information or identify and appreciate resources with aesthetic value. In order to cater to the public and win the market, new media technologies use sound, images, and colors to construct a virtual world with rich sensory stimulation and deliberately use fragmented and segmented information to gain the public's attention and clicks as quickly as possible, without caring about the accuracy and rigor of the information but only caring about whether it can attract the eyeballs, which is the reason why the 'Post-00' college students are sometimes easily and unknowingly caught up in the complex information provided by the network. The 'Post-00' college students are sometimes easily involved in the entertainment illusion created by new media without realizing it, neglecting rational thinking(Zhang,2021).

4.2. Limitations of the Study

The findings of this thesis have some limitations. Some of them must be stated here. The main limitation is that it is difficult to take into account all the factors affecting the predictor variables in one study. After an in-depth study of the relevant literature, three main factors were included in this study, while other relevant factors may have been overlooked as research variables. The second limitation is that this study takes three comprehensive higher vocational colleges and universities in Shandong Province as examples of non-art major students, although these three colleges and universities are more representative of Shandong Province, but after all, the scope of the

research object is narrower, and the generalisation value of the findings is more limited, and higher vocational colleges and universities of specialist categories can be added appropriately to explore the current situation of students' aesthetic literacy in the future research.

4.3. Recommendations

4.3.1. Enhance the Implementation of National Aesthetic Policies, Strengthen Top-Level Design, and Establish a Three-Tier Leadership Mechanism for University Aesthetic Education to Improve Quality

Comprehensively promoting the rule of law is a prerequisite for opening a new era of high-quality development of school aesthetic education. In the face of the goal of forming a diversified and high-quality socialist modernised higher education aesthetic education system with Chinese characteristics by 2035, school aesthetic education is in urgent need of a law, a law must be complied with, law enforcement must be strict, and violations of the law must be investigated, and comprehensively governed by the law to escort the education. The legislative department should further clarify the great significance and far-reaching impact of the legislation on aesthetic education, clarify the boundaries of the work of aesthetic education in schools and the unclear attribution of authority and responsibility, the separation of management, operation and evaluation, etc., and use the legislation on aesthetic education to implement the responsibilities of the government and other parties in a strict and serious manner, and to steadily build a modernised system of aesthetic education with Chinese characteristics. Meanwhile, in China, the policy supply of aesthetic education focuses on basic education and higher education, with insufficient attention paid to vocational education. The state and government should introduce an aesthetic education policy that matches the training of vocational education personnel, and cultivate professionals with truth, goodness, beauty, unity, and completeness(Liu&xia,2022).

Aesthetic education is a complex educational activity. Leaders and educators in colleges and universities must fully understand the importance of aesthetic education, adhere to the unified leadership of the party committee of the school, set

up a steering committee of aesthetic education work that is in charge of the school-level leaders, and effectively manage aesthetic education in colleges and universities in order to ensure that the national aesthetic education guidelines, policies, and curricula are carried out and implemented so as to enhance the aesthetic literacy of college students, supplemented by strong public opinion propaganda. A strong aesthetic education atmosphere is formed in the whole university. We attach importance to the formulation, supplementation, and improvement of the aesthetic education programs. For example, most of the programs developed for the practice of aesthetic education follow the forms of the school's previous experience in practice, but for the needs of students and the advantages and disadvantages of the practice program has not done much research, so the overall participation of students will decline. For the first time to contact the students, the effect is more obvious, the higher the grade, the attractiveness of the weaker, and even many students do not want to spend time to participate in it. Therefore, the school should do sufficient research and comprehensive analysis, boldly eliminate part of the content that is not in line with the development needs, combined with the development of contemporary society, and add new activities that fit the social hotspots in order to ensure that the students are full of attraction on the basis of constantly enriching and improving the practice of aesthetic education.

In the process of promoting the specific implementation of departmental policies around aesthetic education in higher vocational colleges and universities, it is necessary to ensure that aesthetic education is oriented to all students, and on the basis of promoting the development of aesthetic education in schools in an integrated manner, focus on solving the outstanding problems existing in the practice of aesthetic education in various departments and narrowing the disparity between departments and between schools so that every student can have a direct experience of aesthetics. At the same time, we will implement aesthetic education according to local conditions, and faculties will integrate all kinds of aesthetic education resources with their professional characteristics and development orientation, so as

to create a brand of aesthetic education that is rich in faculty characteristics.

4.3.2. Foster a Concept of Shared Aesthetic Growth Between Children and Parents, and Leverage the Family Environment to Cultivate Students' Aesthetic Qualities

The essence of aesthetic education lies in its penetration of the entire life stage, and it is a move towards the all-round development of human beings in a perfect society. This requires that the development of aesthetic education in the new situation is no longer limited to school education but rather goes into the whole field and process of life education. Family is to promote the development of students' aesthetic literacy is the most lasting and most direct influence. It can be said that the development of students' aesthetic quality is largely cultivated in the family environment (material and spiritual environment) with beauty. For this reason, parents, on the one hand, need to consciously improve their own aesthetic literacy and artistic cultivation. On the other hand, they should often feel, share, and create beautiful art with their children and, in the process, realize the common growth of aesthetics between the two generations. For example, parents can arrange and create a warm and beautiful home environment with their children, discuss with them the main color scheme of the home, the style and color of the furniture, the placement of vases, the matching of curtains, etc.; they can recommend and purchase some art books, picture books, and albums for their children and read and exchange them together; and they can create art and crafts with their children. In addition, parents should, as far as possible, take their children to participate in cultural and artistic activities in their cities, so that they can communicate with their children and share their feelings with each other, and experience the cultural characteristics of the region.

4.3.3. Develop Local Cultural IPs, Promote China's Outstanding Traditional Culture, and Strengthen Online Regulation to Establish New Frontiers in Aesthetic Education

Chinese aesthetic education is an integrated development that changes with the spirit of the times. Based on the inheritance of the excellent traditional Chinese culture, Chinese aesthetic education should achieve creative transformation

and innovative development(Chen,2017). "Aesthetic education, as a kind of emotional education and spiritual education, does not have an immediate effect but is often a subtle process. The cultivation of college students' aesthetic literacy in the new media era should be rooted in the fertile soil of China's excellent traditional culture, rooted in the life of the times, carry forward the spirit of the times, enhance college students' sense of identity with traditional Chinese culture, Chinese revolutionary culture, and advanced socialist culture, educate people with beauty, cultivate people with culture, cultivate and practice socialist core values, and constantly cultivate college students' aesthetic ideals with high aspirations and healthy aesthetic sentiments. In January 2017, the General Office of the CPC Central Committee and the General Office of the State Council issued the Opinions on the Implementation of the Project for the Inheritance and Development of Chinese Outstanding Traditional Culture, which focuses on the inheritance and development of Chinese Outstanding Traditional Culture and promotes the establishment of mandatory courses on Chinese Outstanding Traditional Culture in colleges and universities. The current higher vocational colleges and universities, in addition to guiding students to have a skill, also bear the responsibility for the cultural revival of the Chinese nation and the construction of the spirit of aesthetic education, the need to constantly guide students to form a higher level of spiritual pursuit and state of mind. Higher vocational colleges and universities can integrate the general knowledge content of traditional culture and local characteristics into the compulsory public courses. Take the city of Zibo in Shandong Province as an example; it is one of the important birthplaces of human civilization.

A significant part of the educational legacy are the priceless cultural legacies that have emerged from thousands of years of urban growth, such as Qi culture, Liaozhai culture, pottery glaze culture, Yellow River culture, etc. To enable pupils to recognize Zibo's vibrant and rich cultural legacy, develop their artistic interests, and subsequently create a connection between local and traditional cultures. Teachers and higher vocational colleges can then incorporate these cultures into traditional Chinese culture and aesthetic education, as well as

incorporate the distinctive local and excellent traditional cultures into the curriculum and campus culture construction. This will allow them to fully utilize the legacy of campus culture and accomplish the goal of a high-quality aesthetic education that places an emphasis on both sensibility and reason. the aim of a top-notch aesthetic education.

Xi pointed out at a symposium on cybersecurity and information technology that it is important to strengthen the construction of cybercontent, cultivate a positive and healthy cyberculture that is upwardly mobile, and create a clear and positive cyberspace for the majority of young Internet users(Xi,2017). Strengthening the vetting of content posted on the Internet and improving relevant laws and regulations. As a product of capital operation and new media technology, "generalized entertainment" is intertwined with some western bad social trends, and in order to gain traffic and profit, it is playing with violence and pornography, which makes such information become a fish in the net of network regulation. Network regulators should strengthen the audit of the published information so that this harmful information has no opportunity to take advantage of and is severely punished by legal means to shape a clean and refreshing network environment for the aesthetic education of college students. At the same time, the government, schools, and other official mainstream media play a role in digitizing the aesthetic resources of art galleries, science and technology museums, cultural centers, museums, folklore museums, art galleries, and other aesthetic education resources through graphics, videos, games, AR, VR, and other forms, and by virtue of its advantage of a large amount of attention and discourse power, give play to its positive guidance on aesthetic education, so that college students can turn on their mobile phones and computers to appreciate the masterpieces up close and personal as if they were in the scene. The new technology can make it possible for college students to enjoy the masterpieces up close and personal. Coupled with the empowerment of new technologies, the original static art, calligraphy, sculpture, and papercutting can become "alive," dynamic dance, film, and television works can be fixed for viewing, and the establishment of the campus art resource base to create an "immersive" art experience mode

can strengthen the effect of aesthetic education. Effect. In this new media era, for college students themselves, self-media such as WeChat, Weibo, Jitterbug, Fast Hand, and so on provide a relatively private space for college students. In this relatively free space, college students should consciously abide by the laws and regulations of the country, reasonably view, screen, and judge all kinds of resources in the network, consciously choose network resources with aesthetic value, resist all kinds of undesirable information in the network, browse and produce, and disseminate positive information.

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