

Research on the Integration of Aesthetic Education into Chinese Language and Literature Teaching in Colleges and Universities

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Abstract: Aesthetic education is conducive to improving students' personality and humanistic quality. The subject of Chinese language and literature contains many aesthetic resources, which is suitable for the infiltration of aesthetic education in subject teaching. At present, there are some shortcomings in the teaching of Chinese language and literature, such as the lack of aesthetic dimension and the single teaching method, which fail to give full play to the aesthetic education function of Chinese language and literature. Therefore, teachers need to change the traditional teaching methods. This paper mainly analyzes the important value of aesthetic education, and probes into the strategies of integrating aesthetic education into Chinese language and literature teaching in colleges and universities, in order to provide reference for the reform of Chinese language and literature teaching.

Keywords: Chinese Language and Literature; Aesthetic Education; Teaching Strategies

1. Introduction

Colleges and universities pay attention to aesthetic education, and the core of aesthetic education is to cultivate aesthetic emotion and improve aesthetic ability. As a humanities subject, Chinese language and literature carries excellent traditional cultural knowledge, which is helpful to infiltrate aesthetic education in teaching. However, under the traditional teaching mode, some teachers focus on imparting subject knowledge points and examination skills to students, neglect the aesthetic connotation of literary works, and fail to let students feel and appreciate the beauty of literature in learning. Teachers change their teaching methods and effectively integrate aesthetic education into subject teaching, which will significantly improve students' aesthetic taste and literary appreciation ability.

2. Important Value of Aesthetic Education

2.1 Conducive to Cultivating Students' Perceptual Ability

Aesthetic education relies on perceptual experience to activate students' senses, bring them rich emotional impact, and develop their imaginative ability. In Chinese language and literature classes, teachers can guide students to read poems aloud and appreciate the rhythmic beauty of language. They can also lead students to understand the emotional changes of characters in literary works and feel the delicate description of nature in prose. In this process, students gradually become more sensitive to beauty, their perceptual ability develops steadily, and their personality becomes more complete^[1].

2.2 Conducive to Cultivating Students' Humanistic Spirit

At present, some college students are troubled by value confusion, insufficient humanistic quality and spiritual emptiness. Aesthetic education plays an active role in cultivating their humanistic spirit. Excellent literary works contain writers' reflections on life and their true feelings, with high humanistic care and value. For instance, Qu Yuan's verse The road ahead is long; I see no ending, yet high and low I'll search, my will unending shows his persistent spirit. Lu Xun's Fierce-browed, I coolly defy a thousand pointing fingers; Head-bowed, like a willing ox I serve the children reflects his sense of responsibility. When students read these works in depth, their hearts are nourished, humanistic feelings are established, and social responsibility is developed^[2].

2.3 Conducive to Cultivating Innovative Thinking

Aesthetic education is conducive to cultivating students' innovative thinking. Aesthetic activities need creativity, students need to break the

conventional logic, divergent thinking, bold association and expression of self-concept. When reading and appreciating literary works, students need to understand the artistic world described by the text with imagination, experience the emotion of literary works with sensory perception, and interpret and express the content of the works with their own creativity. The effective integration of aesthetic education in the teaching of Chinese language and literature will help to improve students' literary appreciation ability. At the same time, through the creative characteristics of aesthetic activities, students' imagination can be fully mobilized and their innovative spirit can be cultivated^[3].

3. Strategies for Integrating Aesthetic Education into Chinese Language and Literature Teaching in Colleges and Universities

3.1 Exploring the Aesthetic Connotation in Texts

The integration of aesthetic education in Chinese language and literature teaching requires teachers to fully explore the aesthetic implication in the text. The language of literary works has a certain artistic quality. The language of shaping characters and expressing emotions in the text has its rhyme rhythm and hidden aesthetic implication. In the teaching of Chinese language and literature, teachers guide students to analyze the content of the text in depth, feel the beauty of the characters, the beauty of emotion and the beauty of language in the text, and give students aesthetic experience. For example, when teachers teach students Li Qingzhao's 'slow voice', teachers guide students to recite and understand the beauty and emotion of 'looking for, cold and clear, miserable and miserable' language. These 14 words apply double-tone rhyme, and the tone of the tone alternates with musical beauty. The teacher guides the students to combine the cultural background and interpret the content of this simple 14 words. Among them, 'seeking' can reflect the blank action, 'cold and clear' can reflect the sad environment, and 'miserable and miserable' can reflect the sadness of the character's mood. The three levels are progressive from the outside to the inside, and the layers are progressive to fully express the character's sadness. At the same time, the teacher guides the students to deeply analyze the

aesthetic style of the whole word. Li Qingzhao's poetry has a superb language art, which describes the unique delicate feelings of women through language, and the whole poem creates a deep and graceful aesthetic realm. Teachers lead students to read the text carefully, so that students can taste the language art, experience the emotional mood and obtain rich aesthetic feelings while deeply understanding the ideological content of poetry^[4].

3.2 Constructing Aesthetic Situations

Teachers construct situations in the process of Chinese language and literature teaching, which can effectively stimulate students' aesthetic experience. The traditional teaching mode of single explanation of knowledge points is difficult for students to truly experience the emotions of works. Teachers construct appropriate teaching situations according to the emotional tone of texts, stimulate students' emotions, let students resonate emotionally in situations, and ensure the quality of aesthetic education. Therefore, teachers should effectively integrate recitation, film and television, painting, music and other forms into teaching to build an immersive aesthetic situation for students.

For example, music is the main aesthetic element of Bai Juyi's Song of the Pipa Player. In the poem, sentences such as The thick strings buzz, like heavy rain; the thin strings murmur, like private whispers and Suddenly a silver bottle breaks, water gushes forth; armored riders charge out, swords and spears clash help students initially perceive abstract music through concrete descriptions. However, it is difficult for students to deeply experience the beauty of music only through text interpretation. In class, teachers build a musical situation and play music clips of Sunset Drum and Flute and Ambush on All Sides by multimedia tools. While listening, students feel the timbre of the pipa and experience the passionate or melodious emotions in the music. Teachers also guide students to match the music clips with the original verses: rapid music corresponds to heavy rain, soft music to private whispers, and high-pitched music to silver bottle breaks. In rich auditory experience, students deeply understand the cleverness of synaesthesia in literature. Through the musical teaching situation, students take the initiative to experience the emotions expressed in the poem, understand its aesthetic value and absorb the humanistic connotation contained in

it.

3.3 Implementing Gamified Teaching

Gamified teaching can effectively enhance the interest of learning Chinese language and literature and arouse students' enthusiasm. By scientifically integrating gamified teaching into classes, teachers create a relaxed and pleasant learning atmosphere for students, help them deeply understand the beauty of literature in a good atmosphere and improve their aesthetic ability through active participation.

For example, when teaching selected scenes from *A Dream of Red Mansions*, teachers can design role-playing games. Students draw lots to play roles such as Jia Baoyu, Lin Daiyu, Xue Baochai and Wang Xifeng. Teachers encourage and guide students to read relevant paragraphs or perform classic scenes in line with the personalities of the characters in the original text. When playing Lin Daiyu, students need to understand the reasons for her sentimentality, show her melancholic temperament and recite *Song of the Flower Burial* in a sorrowful tone. When playing Wang Xifeng, students should present her forthright and pungent character and read the text in a bright tone. To improve the expressiveness of role performance, students need to study the original text in depth, analyze the character's personality, emotional state and linguistic style in appreciation, which is a deep aesthetic experience itself.

After the role-playing game, teachers guide students to evaluate each other: which student's performance fits the character most? Which performances reflect the fit to the character? This evaluation process allows students to analyze character traits more deeply and feel the beauty of character portrayal. Gamified teaching encourages students to explore the text actively, helps to carry out aesthetic education in play and further improves students' aesthetic literacy^[5-6].

3.4 Carrying out Group Cooperation Learning

Group cooperation learning means that teachers divide students into several groups in class, and students interact and cooperate with group members to complete learning tasks together. Teachers should deepen students' aesthetic experience through dialogue and communication. Different students may have different aesthetic feelings towards the same work. Discussing and sharing aesthetic feelings of literary works in

groups helps to expand students' aesthetic vision and deepen their aesthetic understanding.

In Chinese language and literature teaching, teachers can design exploratory and open cooperative tasks for students and guide everyone to participate actively. For example, when teaching Lu Xun's *The New Year's Sacrifice*, teachers divide students into groups of three. Each group explores the theme *Aesthetic Expression of Xianglin's Wife's Tragedy*. Teachers guide groups to split tasks and cooperate: one student sorts out descriptions of Xianglin's Wife's appearance changes, and the group discusses the aesthetic effect; one student combs the language describing the environment of Luzhen, and the group analyzes how linguistic art creates a tragic atmosphere; one student sorts out the language used to portray Xianglin's Wife and other characters, and the group discusses the differences in characterization methods.

In this process, students study the text in depth, express their own aesthetic feelings, listen patiently to others' feelings, conduct effective ideological collisions and exchanges, and deepen their understanding of the text. Finally, students learn to understand Lu Xun's artistic ingenuity in portraying characters from different perspectives. Compared with the teacher's single knowledge explanation, group cooperation provides students with richer aesthetic experience. In group learning, students gradually learn to express, listen, reflect and negotiate, which fully reflects the humanistic value of aesthetic education.

4. Conclusion

To sum up, the scientific integration of aesthetic education into Chinese language and literature teaching in colleges and universities is of great value. Teachers can integrate aesthetic education through various ways, such as exploring the aesthetic connotation of texts, constructing aesthetic situations, implementing gamified teaching and carrying out group cooperation learning. In teaching activities, students can gain rich aesthetic experience, fully stimulate emotional resonance, effectively expand aesthetic vision and significantly improve aesthetic literacy.

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