

CONSTRUCTION OF MULTI FEATURE CURRICULUM SYSTEM OF AESTHETIC EDUCATION CONSIDERING PSYCHOLOGICAL AND WILL OBSTACLES

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SUMMARY

Background: For the modernization of China's education, improving college aesthetic education is an important strategic policy. Accordingly, in 2019, the Ministry of Education issued the opinions on effectively strengthening the aesthetic education of xinshida colleges and universities, which clearly pointed out that the aesthetic education of colleges and universities is a new deployment and plan for China's educational modernization, and strictly determined to fully form a socialist aesthetic education system of colleges and universities with Chinese characteristics in 2035. Although at the top-level deployment level, China's college aesthetic education has a clear planning direction, through the investigation and analysis of the current situation of college aesthetic education construction, it is not difficult to find that the construction of college aesthetic education in China is not perfect, and the aesthetic education concept of contemporary college students has corresponding limitations. Specifically, the aesthetic education curriculum in colleges and universities is insufficient, the system is not perfect, the aesthetic education concept of contemporary college students is relatively narrow, and there are serious psychological and will obstacles to the aesthetic education curriculum, and so on. In view of this, according to the above background and practical problems, combined with the psychological and will obstacles of contemporary college students, this study carried out the research on the construction of college aesthetic education curriculum system.

Subjects and methods: The purpose of this study is to solve the psychological and will obstacles of contemporary college students by constructing a perfect curriculum system of aesthetic education in colleges and universities, and promote the all-round development of humanistic and aesthetic quality of contemporary college students. Research methods: based on the construction of college aesthetic education curriculum system with students' psychological and will obstacles, through literature analysis and questionnaire survey, this paper defines the construction status of college aesthetic education curriculum, college students' aesthetic education concept, and college students' psychological and will obstacles to college aesthetic education. Then the collected data are statistically analyzed.

Results: The implementation of college aesthetic education curriculum based on students' psychological and will obstacles can not only promote students' mental health, but also cultivate students' aesthetic cultivation. It can be said that in the face of the current situation of aesthetic education in colleges and universities, the construction of college aesthetic education curriculum system based on students' psychological and will obstacles be of great value and significance to solve the problems of college students' psychological and will obstacles and to realize the deployment of socialist education modernization with Chinese characteristics.

Conclusions: The construction of college aesthetic education curriculum system based on students' psychological and will obstacles be of great value and significance to solve the problems of college students' psychological and will obstacles and to realize the deployment of socialist education modernization with Chinese characteristics. Therefore, it can be said that the construction of college aesthetic education curriculum system based on students' psychological and will obstacles be not only the unremitting pursuit of college aesthetic education itself, but also the sacred mission of college aesthetic education curriculum construction in the new era.

Key words: aesthetic education - college students - will - psychology - multi feature curriculum - system construction

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INTRODUCTION

The construction of college aesthetic education curriculum system based on students' psychological and will obstacles first need to define and analyze the relevant core concepts, and take this as the logical starting point to build the theoretical framework of college aesthetic education curriculum system in the new era. The relevant core concepts designed in this study mainly include: the theory of aesthetics, the relationship between aesthetic theory and aesthetic education, and the relationship between aesthetic

education and contemporary college students' psychological and will disorders (Wei et al. 2020). Among them, the theories of aesthetics include: the beauty of form, the beauty of perfection, the beauty of pleasure, the beauty of rational content in perceptual form and so on (Amira et al. 2019). No matter what kind of aesthetic theory, it explains beauty from different angles and sides. Although different schools have different understanding of the essence of beauty, the stipulation of beauty is always related to the internal essence of things, and the aesthetic theory of

any school shows that beauty can be learned and cultivated (Schneider 2020).

The study and cultivation of beauty is aesthetic education (William et al. 2019). Similarly, under different theoretical schools, the definitions of aesthetic education are different, mainly including: aesthetic education is an ideal realm of education, aesthetic education is education about aesthetic knowledge, emotion and beauty, aesthetic education is an auxiliary means of moral education, etc. (Adair et al. 2019). In short, the definition of aesthetic education from different angles reflects the cognitive process of the essence of Education (Moniz et al. 2021). In other words, different aesthetic education concepts point out that aesthetic education aims to improve the means and methods for students to discover, appreciate and create beauty, which is related to students' emotion, psychology, will and soul (Lilliedahl et al. 2019). At the same time, relevant studies have pointed out that aesthetic education is not only related to soul and emotion, but also related to physiological development.

The relevant theories of experimental physiological aesthetics point out that aesthetic education can not only shape people's positive psychological elements, but also stimulate people's physiological system function. For example, aesthetic education can improve and use the "body", that is, use the body to perceive Art (Vyshpinska et al. 2021).

Specifically, aesthetic experience derived from objective stimulation can activate people's cerebral cortex and perception system. In addition, aesthetic experience or aesthetic acquisition can also help human physiological systems, such as promoting blood circulation and digestive system, and ensuring smooth respiratory system. In a word, aesthetic education is of great significance for the harmonious unity of physical and mental development. In view of this, this study considers the construction of multi feature curriculum system of aesthetic education with psychological and will barriers. Among them, figure 1 shows the basic model of college aesthetic education system based on psychological and will barriers.

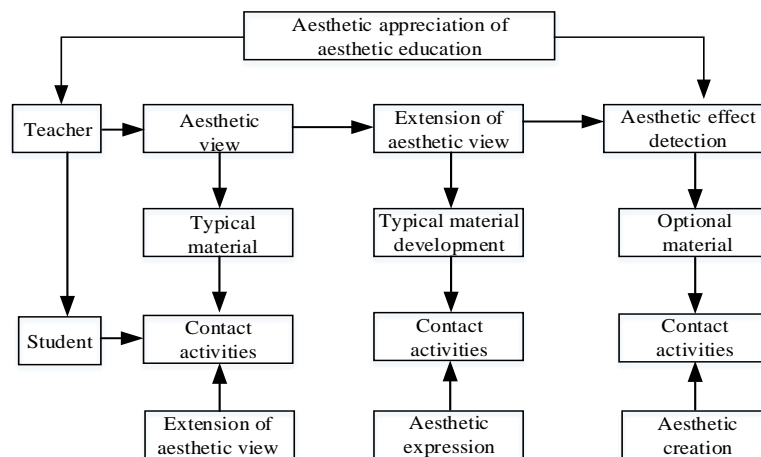


Figure 1. Basic model of college aesthetic education system based on psychological and will barriers

SUBJECTS AND METHODS

Study setting

From the germination of the earliest aesthetic education thought to the proposal of the concept of "aesthetic education", and later made aesthetic education an important part of the policy of all-round development of education in China, advocated aesthetic education in colleges and universities and set up aesthetic courses. The importance of the concept of aesthetic education is gradually and deeply highlighted, that is, aesthetic education is an education related to students' emotion, psychology, will and soul, which aims to improve students' means and methods of discovering, appreciating and creating beauty. Moreover, aesthetic education is closely related to the physiological development of cognition and can activate the function of human physiological system (Woodhouse et al. 2020). In a word, aesthetic education is of great significance for the harmonious

unity of physical and mental development. The promotion of aesthetic education in colleges and universities is an important strategic policy of China's educational modernization. In the new era, China's college aesthetic education aims to form a socialist college aesthetic education system with Chinese characteristics. Although at the top-level deployment level, China's college aesthetic education has a clear planning direction. However, at the practical level, the construction of aesthetic education in colleges and universities in China is not perfect, and the concept of aesthetic education of contemporary college students has corresponding limitations (Tolbert et al 2020). For example, the curriculum of aesthetic education in colleges and universities is insufficient, the system is not perfect, the concept of aesthetic education of contemporary college students is relatively narrow, and there are serious psychological and will obstacles to the curriculum of aesthetic education. Therefore, according to the background, current situation and

practical problems of aesthetic education in colleges and universities in China, combined with the psychological and will obstacles of contemporary college students, this study carried out the research on the construction of aesthetic education curriculum system in colleges and universities, and designed it from many aspects such as curriculum objectives, teaching contents and educational ideas.

Design

The purpose of this study is to solve the psychological and will obstacles of contemporary college students by constructing a perfect curriculum system of aesthetic education in colleges and universities, and promote the all-round development of humanistic and aesthetic quality of contemporary college students. Research methods: based on the construction of college aesthetic education curriculum system with students' psychological and will obstacles, through literature analysis and questionnaire survey, this paper defines the construction status of college aesthetic education curriculum, college students'

aesthetic education concept, and college students' psychological and will obstacles to college aesthetic education. At the specific level, 100 college students were randomly divided into control group and experimental group, with 50 students in each group. Among them, the control group adopts routine education, while the experimental group adopts aesthetic education, focusing on the appreciation of the essence and law of beauty, as well as the influence on their own psychology and will. At the end of the course, the dependent variable post-test was carried out, including two items: the change of college students' psychological will disorder (MVD) and the change of symptom self-assessment (SCL-90). That is, before and after the implementation of aesthetic education, the changes of students' psychological will disorder and symptom self-assessment were measured. Put the data into SPSS 22.0 statistical software for statistical analysis. Table 1 shows the changes of psychological and will disorders of college students in the two groups after the implementation of aesthetic education.

Table 1. Changes of mental and will disorders (MVD) of college students in the two groups after the implementation of aesthetic education

Dimension type	Group	Mean (x)	Standard deviation (s)	t	P
Psychological change	experience group	80.32	10.85	32.950	< 0.01
	Control group	50.20	14.04		
Will change	experience group	45.33	14.28	42.705	< 0.01
	Control group	20.86	12.47		

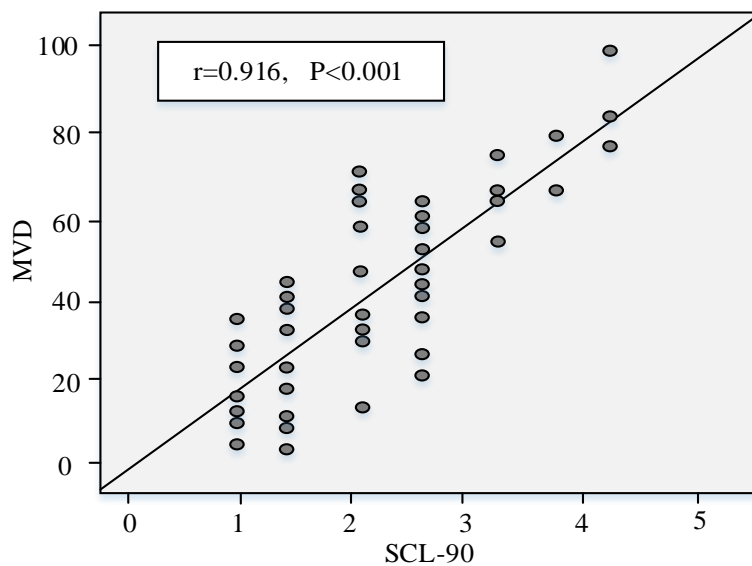


Figure 2. Correlation between mental will disorder (MVD) and SCL-90 item score

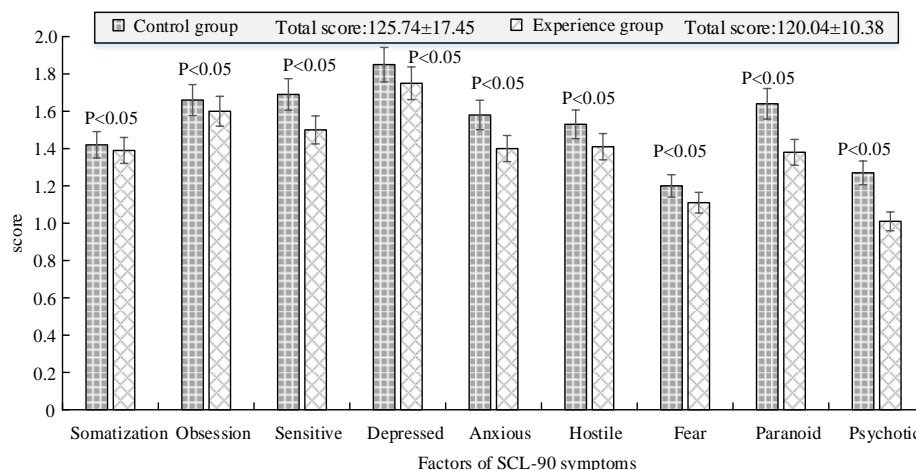


Figure 3. Comparison of SCL-90 scores between the two groups of college students after aesthetic education

RESULTS

Changes of psychological and will disorders of college students in the two groups after the implementation of aesthetic education

It can be seen from table 1 that after the implementation of aesthetic education, the scores of the experimental group are much higher than those of the control group in terms of psychological changes of college students, and there is a statistical difference between the two groups ($P < 0.05$). The scores of the experimental group were also higher than those of the control group, and there was significant difference between the two groups ($P < 0.05$). Therefore, it can be said that the construction of college aesthetic education curriculum system based on students' psychological and will obstacles be of great value and significance to solve the problems of college students' psychological and will obstacles and to realize the deployment of socialist education modernization with Chinese characteristics.

Comparison of SCL-90 scores between the two groups of college students after aesthetic education

It can be seen from Figure 2 that there is a significant positive correlation between MVD and SCL-90 ($r = 0.916, P < 0.001$), indicating that MVD increases with the increase of SCL-90. It can be seen from Figure 3 that after the implementation of aesthetic education, compared with the control group, the total score of SCL-90 and the scores of various factors in the experimental group decreased, and there was significant difference between the two groups ($P < 0.05$). This shows that the curriculum model of aesthetic education in colleges and universities based on psychological and will obstacles can effectively improve the mental health of college students.

DISCUSSION

From the germination of the earliest aesthetic education thought to the proposal of the concept of "aesthetic education", and later made aesthetic education an important part of the policy of all-round development of education in China, advocated aesthetic education in colleges and universities and set up aesthetic courses. The importance of the concept of aesthetic education is gradually and deeply highlighted, that is, aesthetic education is education about students' emotion, psychology, will and soul, which aims to improve students' means and methods of discovering, appreciating and creating beauty (Christopher et al. 2021). The definition of aesthetic education from different angles reflects the cognitive process of the essence of education. In other words, different aesthetic education concepts point out that aesthetic education aims to improve the means and methods for students to discover, appreciate and create beauty, which is the education related to students' emotion, psychology, will and soul (Meng et al. 2021). At the same time, relevant studies have pointed out that aesthetic education is not only related to soul and emotion, but also related to physiological development (Niu et al. 2021). In other words, aesthetic experience derived from objective stimuli can activate human cerebral cortex and sensory system. In addition, aesthetic experience or aesthetic acquisition can also help human physiological systems, such as promoting blood circulation and digestive system, and ensuring smooth respiratory system (Adair et al. 2021). In a word, aesthetic education is of great significance for the harmonious unity of physical and mental development.

From the perspective of the most macro educational significance, if China wants to realize the modern aesthetic education system of colleges and universities with Chinese characteristics, it needs to clearly recognize the defects of current aesthetic education in colleges and universities at the level of curriculum, the lack of aesthetic discipline construction, the lack of aesthetic education resources and so on. From a micro perspective, the work of

aesthetic education in Chinese colleges and universities also needs to pay attention to the narrow concept of aesthetic education of contemporary college students, increasing mental health problems, and psychological and will obstacles to aesthetic education (Gu 2020). Therefore, according to the background, current situation and practical problems of College Aesthetic Education in China, combined with the psychological and will obstacles of contemporary college students, this study carried out the research on the construction of college aesthetic education curriculum system, designed from many aspects such as curriculum objectives, teaching contents and educational ideas, and verified the actual effect of college aesthetic education curriculum system based on students' psychological and will obstacles. The construction of college aesthetic education curriculum system based on students' psychological and will obstacles be of great value and significance to solve the problems of college students' psychological and will obstacles and to realize the deployment of socialist education modernization with Chinese characteristics. Therefore, it can be said that the construction of college aesthetic education curriculum system based on students' psychological and will obstacles be not only the unremitting pursuit of college aesthetic education itself, but also the sacred mission of college aesthetic education curriculum construction in the new era.

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Contribution of individual authors:

Kun Hou: wrote original draft, participated in literature search and analyses, evaluations and manuscript preparation, as well as wrote the paper.

Dayong Liu: conceived and designed the manuscript, interpreted the data, and participated in project administration including resources, software, validation, visualization, conceptualization, investigation and methodology, final approval of the version to be submitted.

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HUMANISTIC NEEDS AND SATISFACTION STUDY OF MULTI-USERS IN HISTORIC DISTRICTS BASED ON COGNITIVE PSYCHOLOGY

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SUMMARY

Background: Taking cognitive psychology as a starting point and study perspective, this paper analyzes the internal connection between the cognition and the needs of humanity, to study users' humanistic needs in the renovated Chinese Baroque Historic District.

Subjects and methods: Users in historic district are classified by age, type, and frequency of use. Using psychological research methods such as questionnaires and interviews, it investigates the users' cognitive psychology of the historic district firstly, and then researches the user's needs attention from four aspects: functional needs, social needs, artistic needs, and spiritual needs. Based on this, the paper builds the satisfaction evaluation index system of the humanistic needs in historic district, which is analyzed and quantified using SD scale, analytic hierarchy process to obtain the scores of each index.

Results: By investigating the user's cognition and analyzing their humanistic needs, the urban design for renovation of historic districts can be more reasonable and user-friendly, which plays a key role in the implementation of people-oriented urban design.

Conclusions: This provides an important humanistic basis for the urban design of the subsequent Chinese Baroque Historic District Renovation Project.

Key words: humanistic needs - cognitive psychology - satisfaction - historic district - urban design

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INTRODUCTION

As China's urbanization is improved by leaps and bounds, the historic districts in modern cities are facing great threats and challenges. As modern people have higher and higher spiritual and cultural needs, their expectations and requirements for historic districts design not only lie in the improvement of physical environment, but also the revival of spirit, the continuation of the historical context, the increase of economic vitality and the guarantee of social justice. In the previous renovation of historic districts, designs are made for the material space, while people physical and psychological needs are ignored. Psychology research methods are introduced into human technology of urban design for interdisciplinary research in the protection of historic districts. The qualitative and quantitative results from the analysis of cognitive and needs can make the urban design being more scientific and humane in the process of design and implementation.

THEORETICAL REVIEW

Basic concepts of cognitive psychology

The connotation of cognitive psychology

Cognitive psychology can be traced back to the book *Perception and Communication* by British psychologist Donald Broadbent in the mid-1950s, which is the originator of cognitive psychology. In

1967, the publication of *Cognitive Psychology* by Neisser known as "the Father of Cognitive Philosophy" marked that cognitive psychology became an independent system. The book defined "cognition" as the process by which the sensory information received is renovated, reduced, elaborated, stored, recovered, and used (Neisser 2014).

At the very heart of modern cognitive psychology is the idea of seeing people as a processor of information. It essentially uses symbols to represent things of external environment as well as its own operation process. This idea sheds light on modern cognitive psychology which seeks to understand the nature of human intelligence. It studies the mental process by which peoples obtain, process, store, and use information in the environment with the purpose of gaining a deeper understanding of peoples' activities from perception to memory to thinking. At the beginning, cognitive psychology estimates people's inner work. With the rapid growth of science and technology, cognitive psychology is gradually evolving from the stage of exploring human recognition behavior through experiments, simulations, and records into a stage of focusing on the entire process of how people obtain and store information and exploring how the knowledge system in human brain guides human recognition behavior (Sun 2016).

Basic elements of cognitive psychology

In light of relevant theory of psychology, plenty of