

THE DEVELOPMENT OF AESTHETIC EDUCATION CURRICULUM  
BASED ON ACTIVITY THEORY TO PROMOTE COLLEGE STUDENTS'  
BODY AND MIND HARMONIOUS DEVELOPMENT

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A thesis submitted in partial fulfillment of the requirements for  
the Degree of Doctor of Philosophy Program in Curriculum and Instruction

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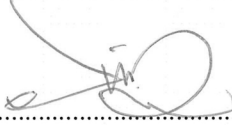
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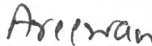
**Thesis Title**                    The Development of Aesthetic Education Curriculum Based on Activity Theory to Promote College Students' Body and Mind Harmonious Development

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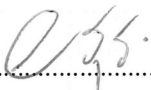
  
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### ABSTRACT

The research objectives were: 1) to investigate the current situation and effectiveness of college students' body and mind harmonious development, 2) to develop aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development, 3) to assess the aesthetic education curriculum based on activity theory through comparing to the college students' body and mind harmonious before and after the implementation of curriculum. The population of this study was 300 freshman students majoring in art and design in 2023 at Guangxi University of Science and Technology. The samples are 170 freshman students participated in a survey on the status of body and mind harmonious development of university students and 30 freshman students participated in the pilot study. The research tool were questionnaires on the current status of body and mind harmonious development of college students and Body and Mind Harmonious Development Scale. The statistics used were frequency, percentage, mean, standard deviation, and t-test for dependent sample.

The results of this study were as follows: 1) the current situation and effectiveness of college students' body and mind harmonious of respondents were in high level, considering each item separately, it was found that, "Physical health" was the highest rank, followed by "Value of life" "Aesthetic ability", "Social adaptation", "Psycho emotional" respectively, 2) the goal of the aesthetic education curriculum

based on activity theory to promote college students' body and mind harmonious development was to improve the body and mind harmonious development of freshmen students. The curriculum consisted of five units, totaling 24 hours of "The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development" were offered. 3) after attending the 24-hour course, there was a significant increase in the development of body and mind harmonious development of students ( $t = 6.43$ ). sig. = 0.00). at the same time, the five dimensions of value of life, aesthetic ability, physical health, social adaptation, and psycho-emotional were also improved.

**Keywords:** Immersive learning; Tour guide oral communication; Virtual reality environment; PIE teaching model.

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Song Xiaoxi

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# Chapter 1

## Introduction

### Rationale

"The purpose of education consists of two parts, one is to provide for the physical and mental qualities of the person whom the educator aims to produce, and the other is to indicate the social needs or class interests that such a person will serve, in which the provision of physical and mental qualities is the central part of the structure of the purpose of education" (Wang D & Wang H 1999: 94).

"Harmonious socialist society is a people-centred society "the main body of society is human beings, and social harmony is, in the final analysis, the harmony of human beings" only by realising the harmony of human beings can we realise the harmony of the whole society" (Li Lianzhong 2004: 1). the core of the harmonious development of society lies in the harmonious development of each individual. as an important base for talent cultivation, the university shoulders the important responsibility of cultivating high-quality talents with body and mind harmonious and all-round development. These talents are the cornerstone of building a harmonious socialist society

Body and mind harmonious not only refers to a healthy state of health at the physical and psychological levels, but is also a complex issue that cuts across a number of disciplines and covers the connotations of social sciences and the characteristics of groups. it requires students not only to achieve body and mind harmonious at the individual level, but also to achieve harmonious coexistence with others and harmonious development with society at the social level. in order to achieve this goal, university education needs to focus on comprehensive quality development. in the curriculum, the holistic developmental needs of students should be taken into account, focusing on interdisciplinary and comprehensive curriculum design, the learning process enables students to learn about a wider range of areas, aesthetic ability is an integral part of the harmonious development of

the body and mind and should be strengthened so that students have the right Value of life and the ability to cope with various pressures and challenges.

Many relevant dictionaries and thesauruses give concepts and definitions of Aesthetic education, as well as in the literature. "Aesthetic education" can be understood as a variety of forms of education, these diverse definitions profoundly reveal the rich connotations of Aesthetic education, each of which cuts through from a different dimension, not only demonstrating the multi-faceted nature of Aesthetic education, but also reflecting the continued deepening and evolution of the academic community's understanding of the nature of this special education discipline. (TONG J 2002: 70). Wang Guowei was the first to introduce the terms "Aesthetics" and "Aesthetic education" into China (Wang H, Zhao L & et a 2016: 6). He believed that "a perfect education system must include the cultivation of truth, beauty and goodness" (Wang G, Yao G-m & Wang Y 1997:57).

The majority view is that the core objective of Aesthetic education in higher education aims to improve students' aesthetic ability in general. cultivate the concept of aesthetics, and promote the perfection of personality through various forms of beauty. for example, Zhong Shilun and Li Tiandao (2006) "Aesthetic education in colleges and universities, as a kind of deep-level educational practice, relies on the beauty of nature, the charm of society and the charm of art, and aims to implement the deep purification of emotion and the elaborate cultivation of temperament for students. Its core objective is to significantly enhance students' aesthetic perception, aesthetic appreciation and creativity, and to guide students to establish correct aesthetic concepts, lofty aesthetic ideals and refined aesthetic interests. This process is not only the exploration and pursuit of beauty, but also the shaping and perfecting of students' spiritual world, aiming to cultivate individuals with perfect personalities." (Chung S-l & Li T -d 2006: 7-8). Xue Tianxiang (2001) believes that "The fundamental purpose of aesthetic education in colleges and universities is to cultivate well-rounded people". (Xue T 2001: 321). Qiu Chunlin believes that "Through aesthetic education, to improve students' aesthetic ability, but also to improve a person's own quality, establish and cultivate the ideal of beauty and character, sentiment." (Li Y 2012: 119). Li Y (2012) believes that " Aesthetic education

is an important part of promoting the comprehensive and harmonious development of college students. On the basis of students' already high aesthetic literacy, university Aesthetic education aims to further cultivate and enhance students' aesthetic ability, making it more systematic and rationalised, to cultivate university students with aesthetic qualities that are compatible with the quality requirements of senior specialists, including aesthetic concepts, aesthetic interests and aesthetic abilities, with a focus on perfect personality, especially to cultivate aesthetic qualities of students' life and work, so as to make students able to look at life with 'aesthetic' eyes and be able to engage in post work 'aesthetically'" (Li Y 2012: 119). According to Chen Yuangui (2010), "While guiding students in their aesthetic feelings and experiences, they should also be prompted to reflect on the value judgements and ethical issues in their aesthetic activities, and endeavour to guide the aesthetic interests and styles of university students in a positive and healthy direction." (Li Y (2012: 121).

In defining the concept of college aesthetic education curriculum, we must first analyze the concept of "curriculum". Curriculum is an organic dynamic system, including objectives, content, implementation and evaluation. (Xie R 2014 (1):14.).

Many scholars believe that the purpose of aesthetic education in universities is first to improve the aesthetic quality of college students, and then to cultivate correct aesthetic concepts, ideals and interests. The ultimate goal is to promote the harmony between body and mind of college students (Chung S-L & Li T-D. 2006: 7-8). in studies in this area, such as Li Kai-ling and Sun Jing-tzeng's "An Introduction to Aesthetic Education Curriculum in Colleges and Universities," the main focus is on the ultimate goal of Aesthetic education. the physical, mental and personality perfection of the curriculum content selection, organisation and other recommendations (Li K & Sun J 2003: 42-43.). in his Outline for the Construction of Aesthetic Education Curriculum in Colleges and Universities, Gu sets the objectives of the Aesthetic education curriculum in colleges and universities at four levels: to cultivate correct aesthetic outlooks, aesthetic ideals, and aesthetic interests, to enhance aesthetic ability, to cultivate sentiment, and to perfect the personality. (Gu J 1998: 10(2), 77), Ding Chunqiu in "The Function of Aesthetic education and the Construction of

Aesthetic Education Curriculum in Colleges and Universities" provides a similarly objective exposition of this point. (Yu C 2007: (2),150).

This study firstly investigated the current situation of college students' body and mind harmonious, and provided an important reference basis for the development of "The Aesthetic Education curriculum based on activity theory to promote college students body and mind harmonious development" by understanding in detail their needs and problems in the areas of aesthetics, psychology, body and social adaptation. Subsequently, we designed and developed "The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development" in a comprehensive and systematic manner from the perspectives of course objectives, course content, teaching programmes, teaching resources, teaching evaluation and feedback.

In the course of curriculum implementation, emphasis should be placed on the combination of theory and practice. Through rich teaching activities and practices, students are guided to learn to find beauty in life, appreciate beauty and create beauty. At the same time, we make full use of various teaching resources to provide students with a broad learning platform and practical opportunities.

In order to verify the effectiveness of the programme, we conducted an experimental study on the students who participated in the programme, and implemented a pre-test and post-test questionnaire. By comparing and analysing the data, we have provided solid theoretical support and practical basis for the effective implementation of the " The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development ".

## Research Questions

1. What is the current situation of college students' body and mind harmonious development?
2. How to develop aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development?
3. Can the aesthetic education curriculum based on activity theory promote college students' body and mind harmonious development before and after the implementation of curriculum?

## Research Objectives

1. To investigate the current situation and effectiveness of college students' body and mind harmonious development.
2. To develop aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development.
3. To assess the aesthetic education curriculum based on activity theory through comparing to the college students' body and mind harmonious before and after the implementation of curriculum.

## Research Hypotheses

Hypothesis: there is a difference in the physical and mental harmony of college students before and after the implementation of aesthetic curriculum in colleges and universities.

Hypothesis 1: the life value of college students after the implementation of aesthetic curriculum in colleges and universities is higher than before.

Hypothesis 2: the aesthetic ability of college students before and after the implementation of aesthetic curriculum in colleges and universities is higher than before.

Hypothesis 3: the physical health of college students before and after the implementation of aesthetic curriculum in colleges and universities is higher than before.

Hypothesis 4: the social adaptation of college students before and after the implementation of aesthetic curriculum in colleges and universities is higher than before.

Hypothesis 5: the psychological emotions of college students before and after the implementation of aesthetic curriculum in colleges and universities is higher than before.

## **Scope of the Research**

### **Population and the Sample Group**

#### **Population**

300 freshman student freshmen in art and design at Guangxi University of Science and Technology volunteered to participate in the program.

#### **Sample group**

The total number of students in this study was 300 students from the 2023 freshman students of art and design at Guangxi university of Science and Technology. therefore, according to the Krejcie and Morgan tables (1970), 170 college students were simple random sampling randomly selected as a sample from the 2023 freshman students majoring in art and design at Guangxi University of Science and Technology.

According to research objective 3, a class of 30 students was selected by cluster random sampling method from 9 classrooms of the 2023 freshman students majoring in art and design at Guangxi University of Science and Technology.

### **The Variable**

#### **Independent Variable:**

Aesthetic curriculum based on activity theory.

#### **Dependent Variable:**

The college students' body and mind harmonious.

#### **Contents**

This study takes college students as the object, designs "The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development", by qualitatively and quantitatively analysing



the impact of the implementation of the Aesthetic education course, the effects of the course on the harmonious development of college students' body and mind in various aspects, including the Value of life, aesthetic ability, physical health, social adaptation, and psycho-emotional, have been thoroughly studied. This provides a valuable theoretical basis and practical reference for colleges and universities to design a course that effectively promotes the body and mind harmonious development of college students.

Content 1: theoretical research on activity theory and mind and body harmonious development. through literature research, we can understand the connotation, theory and measurement of activity theory, body and mind harmonious development, "The aesthetic education curriculum based on activity theory to promote college students' body the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development" lays the foundation for the design of the course to promote college students' body and mind harmonious development.

Content 2: "The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development" design, modification and implementation of course programs to promote body and mind harmonious development.

Content 3: Evaluation of the effectiveness of the implementation of the programme and study of the impact of "The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development" on the body and mind harmonious development of university students.

Content 4: modify and improve the syllabus of "The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development" based on the research results. development".

## Advantages

### Academic value:

This paper designs, implements and evaluates a curriculum programme for the promotion of body and mind harmonious development by sorting out, analysing and summarising the theories of Aesthetic education for the promotion of body and mind harmonious development, and combining them with the actual needs of the physical and mental development of contemporary college students. This study provides a corresponding theoretical basis and practical reference for the effective implementation of Aesthetic education programmes in colleges and universities.

### Application value:

1. The implementation of this project will contribute to the construction of an Aesthetic education programme based on Activity theory and promote the body and mind harmonious development of university students. The implementation of this project will help to establish curriculum resources for " The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development " and help to create a distinctive curriculum that meets the trends of the times and the needs of students.

2. Aesthetic ability education integrating the value of life is conducive to promoting university students to improve their self-concept, to understand the relationship with others and nature, and to cultivate their feelings and behaviors to cherish and respect the life, which is the value of the great harmonious coexistence between human beings and nature.

3. The development and implementation of "The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development" is of great practical significance in promoting the healthy growth of university students, ensuring the stable development of colleges and universities, promoting the economic progress of the region, fostering talents with good psychological qualities and building a harmonious society.

**Proposed innovation:**

The highlight of this paper is that the core concept of body and mind harmonious development is the core driving force, and a comprehensive and systematic innovation of aesthetic education curriculum system in colleges and universities has been constructed. this innovative attempt has achieved remarkable characteristics and breakthrough progress in several key dimensions:

At the level of curriculum foundation, this paper has made a fundamental change, jumping out of the limitation that traditional aesthetic education programmes only focus on the teaching of artistic skills or aesthetic knowledge, and taking the comprehensive pursuit of body and mind harmonious development as the cornerstone of the curriculum system. this shift not only broadens the theoretical vision of aesthetic education curriculum, but also provides a broader space and possibility for its practical application.

In the specific construction of the curriculum system, this paper shows extraordinary creativity and systematic thinking. focusing on the core objective of body and mind harmonious development, a series of independent and closely linked curriculum modules are carefully designed. these modules are progressive, from shallow to deep, covering not only natural beauty, social beauty, artistic beauty and other multi-dimensional aesthetic education content, but also cleverly integrating mental health education, physical education and other elements into it, forming a three-dimensional, comprehensive aesthetic education curriculum system.

Most importantly, in exploring the relationship between body and mind harmonious development, this paper goes deep into the level of the inner mechanism of the interaction between aesthetic education and body and mind harmonious. through detailed analysis and elaboration, it reveals the unique value and far-reaching influence of aesthetic education in promoting students' physical and mental health and shaping a perfect personality. this theoretical depth of excavation not only provides a solid theoretical support for the implementation of aesthetic education programme, but also provides valuable insights and references for education practitioners.

To sum up, under the guidance of the concept of body and mind harmonious development, this paper provides a comprehensive and systematic innovative construction of aesthetic education curriculum system in colleges and universities, which not only enriches the research content of the theory of aesthetic education, but also points out the direction of the development of aesthetic education practice.

## **Definition of Terms**

### **1. Activity theory**

Activity theory originated in the classical philosophy of Kant and Hegel, and its philosophical foundations were laid down by the dialectical materialism of Marx and Engels. The theory was developed by Vygotsky and further developed by the Soviet psychologists Leontsev and Rulia. Activity theory stems from the study of socio-cultural activities and social history and emphasises the bridging role of activity in the internalisation of knowledge and skills. Activity theory views activity as central to psychology, and in particular as the basis of human consciousness because of its objectivity and social nature. The main concerns of the theory include the process of human activity, the two-way interaction between human beings and their natural and social environments and social groups, as well as the process of individual and group practice and its outcomes. Activity theory considers human consciousness and activity to be dialectically unified.

### **2. Aesthetic education**

Aesthetic education, also known as aesthetic education, helps individuals to form ideals, sentiments, characters and qualities of beauty by cultivating their ability to perceive, experience, appreciate and create beauty.

In a narrow sense, Aesthetic education is often limited to "art education"; in a broader sense, it covers a wide range of aspects such as "aesthetic education" and "aesthetic quality education". According to some opinions, the real Aesthetic education is an education mode that integrates the principles of aesthetics into the teaching of various disciplines.

This study innovatively defines aesthetic education in colleges and universities as a comprehensive and dynamic development system aimed at promoting college students' body and mind harmonious progress. this system is carefully constructed to cover a number of key elements, such as programme objectives, programme content, programme classification, programme implementation and programme evaluation, which together are committed to enhancing the aesthetic ability, humanistic quality, comprehensive quality and professional ability of university students in an all-round way.

### **3. Body and mind harmonious**

Harmony of body and mind is a broad concept, which is not only the unity of physiology and psychology, of matter and consciousness, of objectivity and subjectivity; it is also the unity of a healthy body with knowledge, emotions, intentions, and behavior, of rationality and irrationality, of truth, goodness, and beauty. meanwhile, according to WHO (1948), physical and mental harmony is a state of perfection in the human body, psychological state, and social adaptation process. accordingly, this study integrates the world health organization's classification criteria for physical and mind harmonious with the educational objectives of the aesthetic education programme, and constructs a multidimensional and comprehensive research framework that focuses on exploring and promoting the physical and mind harmonious development of university students in five dimensions: aesthetic ability, perception of life value, physical health, social adaptation and psycho-emotional state. through the unique charm and power of aesthetic education, the framework aims to nourish students' inner world and outer performance, and to achieve the overall coordination and sustainable progress of their personal growth.

3.1 Aesthetic ability is a comprehensive psychological ability, which covers multiple levels of perceiving, appreciating, evaluating and creating beauty. This ability enables the subject of aesthetics to consciously devote himself to the appreciation of aesthetic objects based on his accumulated life experience, artistic qualities and unique aesthetic interests, to draw a sense of beauty from them, and to enjoy the pleasure and enlightenment brought by aesthetics.

3.2 Value of life refers to the function and significance that an individual's life and its practical activities bring to society and the self. the value of life, as the core essence of the value system of life, deeply reveals the profound meaning of individual existence. in this context, the value of life can almost be regarded as a synonym of the meaning of life, which directly points to the profound connotation and unique value carried by individual life.

3.3 Physical health refers to includes the overall health and condition of the body. it includes the normal functioning of the body's systems, organs and structures and the ability to perform physical activities and tasks effectively. overall, physical health is an optimal state of fitness and functioning that supports an individual's daily activities and quality of life. health includes the overall health and condition of the body. it includes the normal functioning of the body's systems, organs and structures and the ability to perform physical activities and tasks effectively. overall, physical health is an optimal state of fitness and functioning that supports an individual's daily activities and quality of life.

3.4 Social adaptation refers to the ability to perform various psychological, physiological, and behavioral adaptations in order to survive better in society and to achieve harmony with society. it is the ability of an individual to adapt and cope with various situations in the social environment. this includes the ability to adapt to different social situations, cope with social pressure, build relationships with others, deal with conflicts, and adapt to new cultures and environments. a person with good social adjustment skills is usually able to respond flexibly to a variety of social situations and is able to communicate, co-operate and interact effectively in different social contexts. this ability can be nurtured and developed through learning social skills, understanding social norms, building relationships, and adapting to new environments.

3.5 Psycho-emotional is a composite of an individual's internal mental states and emotional experiences that reflect an internal response to a particular situation, event or experience. Emotions include a wide range of feelings and emotional experiences such as happiness, sadness, anger, anxiety and fear. Emotions may be transient or persistent and have a profound effect on an individual's

behaviour, thinking and physical state. Emotions are influenced by the external environment, personal experiences, cognitive appraisals and physiological factors. Effective management and understanding of emotions is critical to maintaining an individual's mental health and facilitating social interactions.

## **Research Framework**

The research framework derived the theory of based on the comprehensive consideration of the background of the development of Aesthetic education in China, relevant policies, and the current situation of the body and mind harmonious development of college students, this study designs an “The Aesthetic Education curriculum based on activity theory to promote college students’ body and mind harmonious development” based on the educational concept of Activity theory and its related research. Activity theory, as an educational theory that emphasises the interaction between the subject and the environment, provides systematic guidance for the design of an Aesthetic education course. The course was designed to promote the overall development of college students in cognitive, emotional, and social interactions through the participation of art activities, thus enhancing their body and mind harmonious level.

In order to assess the effectiveness of the implementation of the programme, the study will systematically measure the changes in the body and mind harmonious development of university students before and after the programme by means of pre-and post-course questionnaire tests. The questionnaires cover the Value of life, aesthetic ability, physical health, social adaptation ability, Psycho-emotional and other aspects, in order to obtain data on the comprehensive impact of the course on the college students’ body and mind harmonious development. Through quantitative and qualitative analyses, the study will reveal the specific roles and effects of the Activity theory-driven Aesthetic education course in promoting the body and mind harmonious development of college students, and provide a practical basis for the optimisation and promotion of Aesthetic education courses in the future. With reference to the research framework is designed as shown in figure 1.1 below.

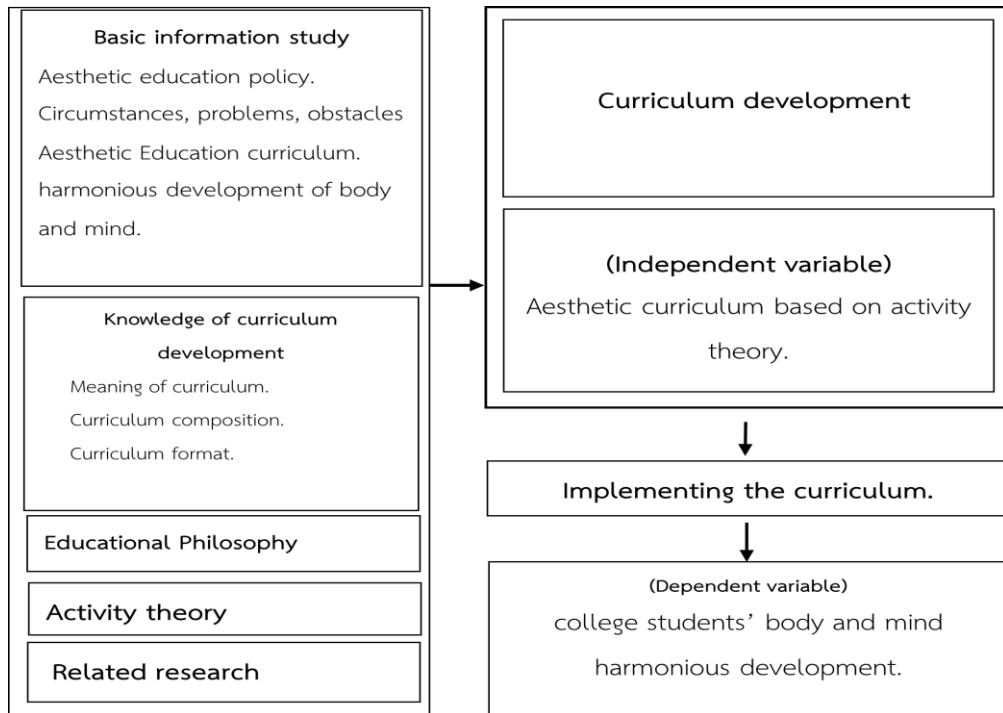


Figure 1.1 Research framework



# Chapte2

## Literature Review

According to the above research motivation and purpose, this chapter is based on Activity theory to promote the harmonious development of college students' body and mind, and collects related research literature at home and abroad for discussion and analysis. this paper searches and analyses the literature on activity theory, aesthetic education, the relationship between activity theory and aesthetic education curriculum and related research and policies. to construct an aesthetic education course based on activity theory, which aims to promote the harmonious development of the body and mind of college students, it needs to be carefully designed and implemented from the aspects of the goal, content and scope of aesthetic education.

### Activity Theory

#### 1.1 Concept and development of Activity theory

Activity theory, known as cultural-historical activity theory (CHAT), is a system of theories that seeks to understand and analyse the relationship between the human mind and activity. the activity theory regards the activity system as the basic unit and explores the process of interaction between the individual and society through the analysis of human practices. according to Yrjö Engeström, "Cultural-Historical Activity Theory" is a framework for analysing and redesigning work processes. It attempts to go beyond traditional methods of analysis, such as the division between macro and micro, between the psychological and the material, and between observation and intervention. this integrative approach helps to reveal the complex dynamics behind activity, thus providing theoretical support for the improvement and optimisation of actual work and social practice. (Engeström Y. 2000, 43(7): 960-974.)

The origins of activity theory are inextricably linked to psychological research in the former Soviet Union; it is deeply rooted in Marxist philosophical concepts and has gradually taken shape, nurtured by Vygotsky's socio-cultural-historical theories, while at the same time evolving in the context of Leon Tsev's experimental research

in psychology. the development of activity theory was deeply influenced by Marxist philosophy, Vygotsky's socio-cultural historical theory, and Leontiev's psychological experimental research. In the former Soviet Union, there was a vigorous debate within the field of psychology concerning philosophical stance, research subjects, behavior, and consciousness, among other core psychological issues. The essence of this debate lay in establishing the theoretical foundations and methodologies for psychological research, ultimately leading to the adoption of Marxist philosophy as the basis for psychological inquiry. This choice provided clear methodological and theoretical guidance for psychologists.

Vygotsky proposed the hypothesis of the indirect nature of intellectual processes in his socio-cultural historical theory, emphasizing the critical role of activities and higher mental functions in individual psychological development. He particularly explored the division and transformation of mediated thinking and forms of activity in the development of individual psychology. (Zhang, S.-Y. 1985:(1), 23-29.)

As a student and colleague of Vygotsky, Leontiev inherited and enriched Vygotsky's theories. he delved deeper into and developed the core concepts of activity theory, becoming its integrator and architect. through systematization and synthesis, Leontiev constructed the comprehensive framework of activity theory, emphasizing activity as a central concept in the development of individual cognition, emotions, and behaviors. He applied this framework to educational practices, psychology, and socio-cultural research. the work of these scholars provided a solid theoretical foundation for the formation and development of activity theory, profoundly influencing subsequent psychological research and educational practices. activity theory thus emerged as a crucial theoretical and methodological framework for understanding and promoting the development of individual psychological processes. (Zhong Z. 2011(6):30-38). He summarizes Activity theory research into three areas:

First aspect. the view of the unity of the psyche and activity as a logical starting point and activity as the unit of study of psychological processes and psychological phenomena. Leontsev believed that there was a crisis in the basic activity theory and methodology of psychological research at that time, the root

cause of which was the neglect of human object activity in research (Li Yi. A.H. Leontsev, 1979, (2):233-241), and believed that in the behaviourist "Stimulus-response" psychological research paradigm, the intermediate link, i.e. the subject's activity and its purposes, conditions and means, should be added. In the research paradigm of behaviourist "stimulus-response" psychology, it is necessary to include the intermediate link, i.e. the activity of the subject, its aims, conditions and means (L.Y. A.H. Leontsev, 1979, (2):233-241). activity plays a mediating role in subject-object interaction, and in the process of activity there are two kinds of transformations: transformation of the object into its subjective form (reflection); transformation of the subjective reflection into the objective result through activity, which is Leontsev's psychological explanation of activity (Liyi.A.H. Leontsev, 1979, (2):233-241). the formulation of Activity theory promoted the scientific research and development of various branches of psychology at that time (Wang Guangrong, 2012, (6):944-948.).

The second aspect, namely the ontological study of activity theory, emerged as a significant branch with the advancement of psychological experimentation. Leontiev emphasized the crucial importance of delving into the structure, components, and interrelationships of activities, as these studies laid the foundation for the formation and development of modern activity theory.

As psychological experimental methods have become increasingly refined and widely applied, researchers have begun exploring how activities are organized, formed, and evolve within individual psychology. Leontiev's work underscored activities as a central concept for understanding the development of individual cognition, emotions, and behaviors. His research not only deepened the understanding of the complexity of activity structures but also revealed the close interrelationships between activities and individual psychological development.

The third aspect involves the applied research of activity theory, where it is applied to the fields of psychological education and training to verify and develop its effectiveness through practical implementation.

With the theoretical foundation of activity theory becoming increasingly robust, researchers have begun applying it in practical settings within psychological education and training. this application is not merely theoretical exploration but also

aims to validate the practical effectiveness of activity theory in addressing real-world issues in psychological education.

By integrating activity theory into educational and training practices, researchers can delve into how activities influence individual learning and developmental processes. They also explore methods to optimize educational environments and training programs to enhance holistic individual development. These studies not only contribute to validating the theoretical assumptions of activity theory but also provide new theoretical and methodological support for the practices in psychological education and training.

Activity theory originated in the field of psychology research in the former Soviet Union and has become an important theoretical framework and research tool in psychology. It not only introduced philosophical concepts into psychology but also became a core principle for explaining psychological phenomena and studying individual activities (Zhao, H. 1997 : (1),87-93.).

Leontiev not only promoted the widespread application of activity theory in Soviet psychology but also conducted in-depth ontological research on activities. The developmental history of activity theory can be seen as its historical progression within the field of psychology, with the publication of "Activity, Consciousness, and Personality" in 1975 marking the establishment of the activity theory framework.

Activity theory is a body of theory that has gradually taken shape in the course of its development. From the point of view of its development, activity theory has gone through three main stages. (Engeström, Y. 2009:pp.307)

Vygotsky, as an outstanding representative of Soviet psychology, led the first generation of activity theory, which deeply revealed the core position of activity and interaction in children's psychological development. He elaborated that the formation of human higher mental functions (such as logical thinking, creativity, abstract thinking, etc.) is a complex and dynamic process, in which social relations and social interaction play a fundamental role. Vygotsky emphasized that the full development of an individual's advanced mental function does not occur in isolation, but is deeply rooted in a wide range of social practice activities, and through active participation and integration into the social environment, individuals can constantly build and improve

their own advanced mental ability." In the course of a child's development, all higher mental functions undergo two emergences: the first is through collective social activity, i.e. the formation of interpersonal skills; the second is as individual activity, i.e. as the internalisation of the child's inner way of thinking and mental functions" (Vygotsky, L. S. (2005). In addition to introducing activity into the field of psychology, Vygotsky introduced concepts related to activity, such as purpose, instrument, and motivation.

The second generation activity theory, represented by Soviet scholar Leontiev, clearly defined the concept of "activity" and systematically analyzed the close relationship between external practical activity and individual internal psychological activity. Under this theoretical framework, Leontiev deeply elucidates how core concepts such as object (i.e. activity object or task), consciousness (individual's cognition and understanding of activity) and personality (individual's unique psychological characteristics and behavior patterns displayed in activity) interact and influence each element of activity system. This theory not only enriches the connotation of activity theory, but also provides a more comprehensive and in-depth perspective for understanding human behavior and its psychological mechanism. especially noteworthy is Leontsev's in-depth discussion of the object in the activity system. He argues that objects reflect the learner's motivation, and therefore well-designed objects can effectively facilitate the learning process.

Leontsev points out that students' awareness of learning is crucial to learning and directly determines their motivation and initiative. however, in past psychological studies, researchers usually focus on factors such as emotions and needs, which are difficult to translate directly into teaching practice, and thus difficult to effectively solve problems from a positive perspective. In order to stimulate students' awareness and interest in learning, changing the structure of activities becomes an important way. simply being aware of the objective meaning of things is not enough to spark an individual's interest. on the contrary, by changing the structure of the activity, and especially by changing the motivation of the activity, it is easy to build up students' interest. (Leontiev, A. N. (1980) Y. Li (Trans.)pp. 224-225)

Since Leontsev and Luria had been Vygotsky's research assistants, their research was important to Vygotsky's theoretical constructs. This is why the first and second generations of activity theory are also known as the "Villero & Boch" school. (Institute of Education Science, Beijing Teachers Union. 2005)

Finnish scholar Lil Engestrom, as the leader of the third generation activity theory, creatively constructed the basic structural framework of activity and innovatively proposed the core learning mechanism of "extended learning". From the unique perspective of dynamic evolution, he deeply analyzed the development trajectory of activity systems over time, and the intricate interrelationships and influences among different activity systems. Since the 1990s, Engestrom has won wide acclaim from the international academic community for his profound theoretical insights and outstanding academic contributions, becoming an indispensable and important pioneer in the field of contemporary activity theory; Engeström's most representative work is *Extended Learning*, which was officially published in 1987. between 1991 and 1995, the book was cited only 95 times. however, from 2011 to 2015, the number of citations increased to 2,839, demonstrating the growing importance and value of Activity theory in academia (Engeström, Y., & Sannino, A. 2016 401-435.). Engeström's research has significantly advanced the development of learning theory beyond the limitations of behaviourism and cognitivism, shifting the focus from the individual learner to the interaction between the individual and the learning environment. (Young, M. 2001.157-161.)

### 1.2 Aesthetic education course design based on Activity theory.

The reason for designing an aesthetic education programme based on activity theory is, first of all, the core of the expansive learning mechanism advocated by activity theory is to set the new knowledge and new ability that the learner has not mastered as the main goal of learning. in this learning process, learners are not only expected to absorb new knowledge and master new skills, but more importantly, to achieve substantial personal growth and capacity improvement. expansive learning emphasizes that learning is a dynamic and creative process. it abandons static and fixed learning concepts and adopts a dynamic and flexible perspective to view learning activities. this process encourages learners to constantly explore, trial and

error and innovate, so as to achieve self-transcendence and development in a constantly changing learning environment. In activity theory, expandability is a typical feature of learning, whereby the content and direction of learning is highly uncertain and constantly evolving, driven by contradictions.

The expansive learning advocated by activity theory fully affirms the learner's subjective position in learning activities and strives to implement it into teaching practice. Engstrom points out that the core concept of traditional instructional design can be simply summarized as "expert design, teacher implementation, student learning". However, this kind of instructional design is often based on the concepts and goals conceived by experts, and is committed to constructing a perfect design model, thus neglecting the practitioners, students, teachers, and other related subjects. In this type of instructional design, the specific content of knowledge to be learnt by learners is already defined in advance. The task of instructional design is to design, organize and implement specific learning programs to enable learners to better master this knowledge.

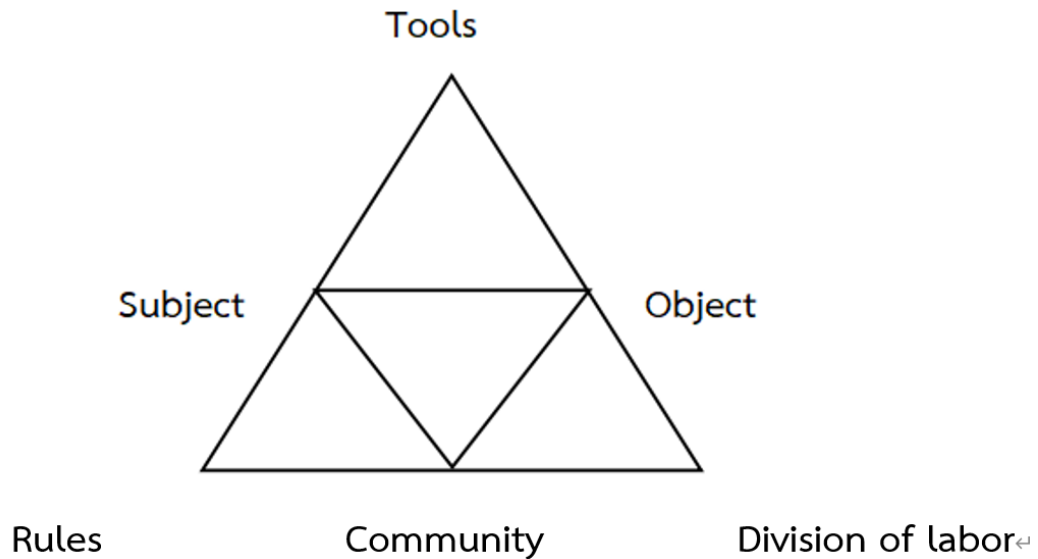
In fact, it is the learner who is the subject of the activity system, who is confronted with uncertain knowledge and an unknown world. The formation of learning objects and the realization of learning outcomes depend on the learners themselves. Therefore, the process of designing learning activities and the process of acquiring knowledge and skills should be intertwined and carried out together. From the very beginning of instructional design, it should involve the learners and not just be decided by the teacher. As David Jonathan and Lucia Rohrer-Murphy argue, for instructional design, activity theory offers a fresh analytical perspective (Jonathan, D. H., & Rolley-Murphy, 47(1), 61-79.). Its focus is no longer limited to simple statements of static knowledge, but is deeply focused on the activities themselves in which people actually engage. It focuses on the tools and resources that learners use in their activities, as well as the complex network of social and contextual relationships that these activities create, in which the interaction between collaborators is particularly critical. Moreover, in carrying out instructional design, activity theory calls for a focus on the behavior of the subject of the learning activity and its impact on the development of the mind, considering the rich socio-cultural context.

Second, activity theory provides a systematic and specific framework for instructional design. this framework can not only help us design activities better, but also enable us to better analyze and grasp the development and evolution of learning activities. Activity theory applies the model of Activity theory to learning activities and analyses the relationship between the core elements of learning activities, including the learning subject, the learning object, and the mediating tools of learning, through the basic model of the activity subject acting on the activity object through the mediating tools. In addition, learning activities can be linked to each other through potential shared objects to form a systematic network of learning activities.

This study will focus on the theoretical system and analytical framework advocated by the research team represented by Engeström (Engeström, Y., et al. 2010). based on Hegel's view of activity and Darwin's theory of biological evolution, Engeström, a representative of contemporary activity theory, analysed the process of human activity evolution from a biogenetic perspective and proposed the activity triangle Model, which makes Activity theory "a philosophical and interdisciplinary framework for analysing and investigating the different forms of human activity". the basic unit of analysis in activity theory is the human being. the basic unit of analysis of activity theory is human activity. the basic unit of activity theory analysis is the activity. a complete system of activities consists of three core components: the agent (the performer or learner of the activity), the object (the object or goal of the activity), and the community (the social group or collaborator involved in the activity). at the same time, the system also contains three secondary components, namely tools (resources or means used in the process of the activity), rules (norms and guidelines to guide the conduct of the activity), and division of labor (the specific responsibilities and roles of community members in the activity). these secondary components act as a bridge in the system, interweaving with each other and together promoting a close connection and effective interaction between the core components.



1.2.1 The Activity theory model proposed by Engstrom is shown in the figure 2.1:



**Figure 2.1** Activity theory triangular model

#### 1.2.1.1 Subject

In the teaching design, the subject is clearly students, who are the core participants and implementers of the whole teaching activity. Subject analysis under the framework of activity theory, often referred to as learner analysis, is a process that aims to examine the multidimensional characteristics of learners, including but not limited to their cognitive level, emotional state, and skill mastery. Through comprehensive and detailed analysis of learners, instructional designers can more accurately grasp students' learning needs and abilities, and then formulate reasonable and challenging teaching objectives. This analysis process provides a solid foundation for the subsequent teaching design, ensures the pertinence and effectiveness of teaching activities, and helps to organize teaching strategies and activities that are closer to the reality of students and promote their all-round development. (DeBoer, H., Donk, A. S., & Van, D. W. M. P. C. 2014:84(4), 509-545.)

#### 1.2.1.2 Object

In the context of instructional design, the object actually refers to the teaching goal or learning goal, that is, the change of knowledge, skill or emotional

attitude that the subject (student) expects to achieve after participating in a series of teaching activities. This process of analysis and design is highly dependent on a deep understanding of the specific situation of the subject (the student), and therefore has significant personalized characteristics, and different student groups or individuals may require different teaching goals. (Ke, T. S. 2001)

#### 1.2.1.3 Community

In instructional design, the "community" referred to in activity theory goes beyond the category of a single learner, and covers all the common learners closely related to the learning process, including teachers, other students and various staff supporting teaching activities. this "community" is a diverse group of participants who work with learners to explore knowledge, solve problems, and achieve learning goals.

The community plays an important role in the whole learning process, and its role is flexible and changeable, sometimes acting as a guide, pointing out the direction for learners and answering questions; sometimes, as an active participant, we explore and inspire each other with learners. the existence of the community not only enriches the dimensions of learning activities, but also promotes the depth and efficiency of the learning process by constantly providing necessary resources, funds and emotional support to the subject (learner).

Therefore, teaching activity is not an isolated individual behavior, but a process of dynamic interaction and mutual achievement between individuals and communities. sometimes, learning activities may focus on individual independent thinking and exploration; more often, it is a collective action among community members to cooperate, share, and progress together. this kind of flexibility and inclusiveness is the core value pursued by instructional design under the guidance of activity theory. (ubu, T. E. 2009)

#### 1.2.1.4 Tools

From the perspective of activity theory, the concept of tool has been given a broader connotation. it not only refers to traditional material tools, such as ancient learning supplies such as pens, ink, paper and inkstones, or hardware equipment such as textbooks and computers, which are indispensable for modern learning, but also

covers non-material factors that affect the learning process. such as harmonious student relations, positive learning atmosphere, efficient network environment, etc., these can be regarded as "software tools" in teaching design. (Han, B. 2024).

#### 1.2.1.5 Rules

As a key element in teaching activities, the core role of rules is to coordinate the relationship between the subject (student) and the object (teaching goal or learning content), and set a set of clear constraints and conventions for the whole teaching process. These rules ensure the orderly conduct of teaching activities and promote the establishment of necessary interaction patterns and behavior norms among participants. (Weicheng, G. 2000)

#### 1.2.1.6 Division of labor

In the teaching process, division of labor is an indispensable principle, which ensures that different teaching roles can perform their respective duties and jointly promote the realization of teaching objectives. As the instructor, the teacher is responsible for planning the teaching content, designing the teaching strategy and guiding the students to learn. Students play the role of learners, actively participate in class activities, absorb knowledge, improve ability; Educational technicians, like counselors, provide technical support and assistance for the smooth development of teaching activities. (Gong, Q. 2024).

### 1.3 The activity triangle model compares to previous activity theories:

1.3.1 In analysing activity at the community level, the focus of activity theory in the former soviet union has remained on the individual rather than the group level, although it has always emphasised the inseparability of individual activity from the interaction of the surrounding group. activity in the individual sense does not exist in isolation, and many goals are achieved as a result of group collaboration. the study of activity at the community level has helped to analyse various forms of human activity (Zheng, W., & Wang, D. (2005)34(1), 6.).

1.3.2 The elements of the activity system are enriched by emphasising the interaction between subjects and community members. this interaction is achieved by following the rules of activity and the division of labour in the process of transforming objects into outcomes. the inclusion of the two mediating elements

of activity rules and division of labour makes activity theory not only capable of describing the universality of different forms of human activity, but also more complete in terms of its elements.

1.3.3 The contextual nature of activity is a central feature of activity theory. activity theory describes actual human activities and makes actual activities the object of study. these activities must be complex, unstructured and authentic. in activity theory, the activities of the researched occur in a specific context, and only in this context can the behaviour of the researched be fully understood. by defining the purpose of the activity, the object, the tools, the community, and the rules of interaction and division of labour between the subject and the members of the community, activity theory provides a complete description of the context in which the activity takes place, which is fully reflected in the activity triangle model. (Bedny, I. S., Kawowski, R., & Bedny, R. Z. 2010:26, 377-402.)

1.3.4 The universality of activity theory is reflected in its development from the explanatory principles and objects of study of soviet psychology into a philosophical theoretical framework for a wide range of human activities. although not essentially a methodology, activity theory is important in analysing and guiding a wide range of human activities. activity theory has a wide range of applications in a number of fields, including human-computer interaction, information systems, organisational behaviour and education (Zhang, F. 1987.2).

### **Aesthetic Education**

The concept of aesthetic education itself covers the cultivation of individuals in the overall development of aesthetic, it aims to enhance people's ability to know beauty, experience beauty, appreciate beauty and create beauty through a series of educational activities. This process not only enriches people's emotional world, but also shapes lofty ideals, healthy emotions, fine characters and noble qualities. Therefore, aesthetic education is a multi-dimensional and comprehensive educational process, which has immeasurable value for the all-round development of human beings.

In the definition of aesthetic education, there are differences between narrow sense and broad sense. In the narrow and extreme view, aesthetic education is equated with "art education", which focuses on improving aesthetic quality through training in the field of art. However, the more general definition is more broad, such as Jiang, B. (2001) and Sun, J. (2005) and other scholars elaborated, aesthetic education is not limited to the field of art, it covers a wider scope.

Chinese aesthetic education aims to serve the grand goal of socialist spiritual civilization construction, and is committed to cultivating students' dual qualities of ideological beauty and behavioral beauty, which is an indispensable and important part of it. Aesthetic education plays a key role in promoting the all-round development of students' comprehensive quality. It can not only purify students' ideological realm, but also mold their noble moral sentiments. It can also broaden students' knowledge horizon and stimulate their intellectual potential. At the same time, through the edification of beauty, strengthen students' physical and mental health, improve the quality and effect of physical exercise. In addition, aesthetic education can also inspire students to love labor and respect the emotion of working people, encourage them to devote themselves to creative labor, and realize the harmony and unity of personal value and social development.

## 2.1 Concept of aesthetic education in tertiary institutions

### 2.1.1 Concept of aesthetic education in colleges and universities

Although the understanding of the concept of aesthetic education in colleges and universities is diversified, the consensus is that the core purpose of aesthetic education in colleges and universities is to enhance students' aesthetic appreciation and shape their correct aesthetic concepts with the help of rich and diverse art forms, and constantly improve personal moral quality and comprehensive literacy in the process. (Chung, S.-L., & Li, T.-D. 2006:7-8.). Xue, T.-C. (2001) emphasised that the essence of Aesthetic education in colleges and universities lies in the cultivation of well-rounded people. In order to achieve this goal, it is necessary to infect people's hearts with images of beauty, so that the combination of rationality and sensibility becomes a conscious aesthetic consciousness, which guides the behaviour of individuals (Xue, T. 2001: 321). According to Li Yi (2012), Aesthetic

education in colleges and universities is an indispensable part in promoting the comprehensive and harmonious development of students, and its foundation lies in the cultivation of students with high aesthetic qualities. In order to further enhance students' aesthetic quality, it is necessary to systematically and rationally develop their aesthetic concepts, interests and abilities, so that they can meet the professional requirements and focus on the perfection of their personality and aesthetic qualities. especially in life and work, students' aesthetic cultivation should be cultivated so that they can look at life with an aesthetic perspective and apply it effectively in their work (Li, Y. 2012:121). Chen Yuangui (2010) it is emphasized that while we are committed to guiding students to deeply experience and feel the aesthetic beauty, we also pay attention to stimulating students' reflective ability, prompting them to think deeply about the value orientation and ethical issues behind aesthetic activities, and guide students' aesthetic interest to thrive in a more positive and healthy direction. (Chen, Y. 2010:17).

From the definition of higher education aesthetics, there is a significant overlap with the concept of aesthetic education, but the specificity of higher education aesthetics itself is not clear enough. In order to accurately define the scope of aesthetic education in colleges and universities, it is urgent to start from the unique perspective of higher education, deeply analyze the essential differences between higher education and basic education, and build a clearer and independent framework system of aesthetic education in colleges and universities.

Therefore, this paper defines aesthetic education in higher education. aesthetic education in higher education is a developmental education with a deep understanding of aesthetics as its core content, aiming to develop students' aesthetic ability, value of life, physical health, social adaptation, and psycho-emotional competence. within the framework of higher education, it includes universities, professional colleges and graduate schools. the content of education covers four levels: professional degree, undergraduate degree, master's degree and doctoral degree (Song, Z. 2012:134). the main target of this paper is newly graduated undergraduate students.

### 2.1.2 Concept of aesthetic education course in colleges and universities

In defining the concept of aesthetic education course in colleges and universities, it is necessary to clarify the connotation of aesthetic education course first.

Some scholars have divided the aesthetic education curriculum into two levels, broad and narrow. In the broad sense, the aesthetic education curriculum includes the sum of subject knowledge and teaching methods, covering all the subject learning content planned by the school to achieve the educational goals, as well as various educational factors inside and outside the school that have an impact on students' learning and growth. Aesthetic education curriculum in a narrower sense focuses on the specific processes and methods of curriculum implementation, also known as "Teaching processes and methods" (Zhao, L., & Wen, Z. 2016:26).

When discussing the composition of the curriculum in depth, the authors believe that a complete curriculum is actually made up of several interconnected links: curriculum objectives, curriculum content, curriculum implementation and curriculum evaluation. As for the university curriculum, the authors emphasise its characteristics as an organic and dynamic system. This system is able to sensitively perceive and adapt to social changes, and actively promote the overall development of college students. Specifically, it covers the four key stages of setting clear curriculum objectives, selecting and arranging curriculum content, implementing the curriculum scientifically, and conducting comprehensive and in-depth curriculum evaluation, which together constitute the complete cycle of the university curriculum (Xie, R. 2014:1.14.).

After a careful analysis of the concept of curriculum, the author defines Aesthetic education in colleges and universities as a comprehensive education system, which takes the promotion of college students' body and mind harmonious growth as the core goal and shows a high degree of organic and dynamic nature. Through well-designed curricular objectives, rich and diversified curricular contents, flexible and efficient curricular implementation strategies, and comprehensive and objective curricular evaluation systems, this system comprehensively cultivates and improves students' aesthetic ability, life values, physical health, social adaptation, and psycho-emotional qualities, with the aim of promoting students' all-round development and personalised growth.

Specifically, aesthetic education in colleges and universities is not limited to the traditional concept of art courses. It consists of two main parts: professional art courses and public art courses. Professional art courses are mainly for students majoring in art or students in other majors who have a deep interest in art. The public art courses, on the other hand, are for all non-art majors and are designed to provide them with opportunities for quality education in the general arts. Through various art forms and practical activities such as fine arts, music, dance and opera, these courses help students cultivate their emotions, mould a beautiful mind and cultivate creative thinking, thus improving their aesthetic quality and art appreciation and ultimately promoting the all-round development of human beings (Cheng, Z. 2008:2-3).

## 2.2 Research on the level hierarchy of aesthetic education courses in colleges and universities

Some scholars in China generally hold the view that the current curriculum and objectives of university aesthetic education programmes do not always significantly improve the overall level of university aesthetic education. They point out that a more in-depth and comprehensive reform of the curriculum, teaching methods and evaluation system may be needed to ensure that the aesthetic education programme can more effectively achieve its educational goals, thereby truly enhancing the level of university aesthetic education.

Firstly, most scholars agree that the core objective of aesthetic education in colleges and universities is to cultivate comprehensive basic aesthetic qualities in college students, covering such key areas as aesthetic ability, expressive ability and creative ability. This not only enables students to recognise and appreciate the elements of beauty, but also to integrate beauty into their lives through their own expressive and creative abilities.

Secondly, another important goal of aesthetic education in higher education is to cultivate students to form correct aesthetic concepts, aesthetic ideals and aesthetic interests. Through this process, students are able to establish unique aesthetic values and thus gain a deeper and more comprehensive understanding of beauty.



Ultimately, the ultimate goal of Aesthetic education in colleges and universities is to promote the overall body and mind harmonious development of students and to satisfy "The need to mould a perfect personality" (Chung, S.-l., & Li, T.-d. 2006:7-8). this reflects the important role of aesthetic education in character building and holistic development, aiming to produce well-rounded individuals who are both intellectual and emotional, rational and sensual.

For example, Li, Ki-Ling and Sun, J. Tsang in their book introduction to the curriculum of aesthetic education in colleges and universities explicitly suggest that the selection and organisation of the content of the curriculum of aesthetic education in colleges and universities should be closely related to the ultimate goal of aesthetic education and the promotion of the integrity of students' physical, mental, and spiritual personalities (Li, K., & Sun, J. 2003:1.42-43). this demonstrates the close connection between course content and teaching objectives, as well as a deep understanding of the content and structure required to achieve the goals of Aesthetic education.

Ran Xianghua (2008) divided the goals of Aesthetic education in colleges and universities into two levels: ultimate goals and specific goals. Among them, the ultimate goal focuses on the overall development of students' body and mind, aiming to realise the overall harmony of individual students at the physical, psychological and social levels. (Ran, X. 2008:9, 177-178.)

In terms of specific goals, Ran Xianghua emphasised the development of aesthetic qualities, which includes the ability to enhance aesthetic awareness, strengthen aesthetic perception, deepen aesthetic experience and improve aesthetic evaluation. at the same time, he also emphasised the cultivation of aesthetic ability of expression and creativity, which are of great significance to the exercise of students' innovative thinking and the enhancement of their artistic literacy.

In addition, the specific objectives of Aesthetic education in colleges and universities can be further subdivided into a series of closely related sub-objectives, which complement each other and are jointly directed at promoting students' all-round development in the dimensions of morality, intellectuality and physical fitness. This comprehensive development goal not only focuses on the accumulation and

enhancement of knowledge and skills, but also places equal importance on the cultivation of emotions, the shaping of attitudes and the guidance of values, and at the same time emphasises the enhancement of students' physical qualities to ensure that students can achieve a balanced development of both body and mind, thus truly realising the profound connotation of comprehensive development. (Ran, X. 2008:9.177-178).

Lu Zheng (2011) points out that the establishment of Aesthetic education in colleges and universities is aimed at implementing a precise teaching strategy that is closely centred on the overall vision of college and university education and the personality traits of college students. Its core objective is to sublimate students' humanistic heritage, stimulate their aesthetic interest and appreciation, and optimise their psychological structure, so as to promote the harmonious and progressive development of students' physical and mental health as well as personality shaping. This process is not only the accumulation of knowledge and ability, but also the profound shaping of students' emotions, attitudes and values, aiming at cultivating a generation of new-age youth with perfect personality and responsibility for the times, and contributing to the construction and development of the new stage of socialism(Lu, Z. 2011:9.112).

Li Yi (2012) advocates that aesthetic education in colleges and universities should further deepen and enhance the aesthetic quality of students on the basis of their existing good aesthetic education. this enhancement involves the cultivation of aesthetic concepts, the stimulation of aesthetic interests, the reinforcement of aesthetic feelings, the enrichment of aesthetic experiences and the comprehensive improvement of aesthetic ability. the goal of aesthetic education in colleges and universities is to make aesthetic education more systematic and rational through these activities, so that students can form a unique aesthetic perspective and examine and experience life from an aesthetic point of view. in addition, Li Yi also emphasises that aesthetic education should enable students to apply aesthetic principles in practice, so that they can use aesthetics as a guide in their future work and life, and achieve the harmonious development of the individual and society (Li, Y. 2012:121).

Based on the above literature review, this study concludes that the objectives of aesthetic education courses in colleges and universities are hierarchical in nature.

### 2.3 Research on the type and content of aesthetic education courses in colleges and universities

#### 2.3.1 Aesthetic education courses in colleges and universities

In constructing the structure of the aesthetic education curriculum in colleges and universities, researchers tend to build an aesthetic education curriculum system that is both comprehensive and systematic, layered and penetrating. This system not only covers the basic principles of aesthetic education, but also includes special aesthetic art courses, as well as aesthetic penetration courses that infiltrate aesthetic concepts into other courses. At the same time, the researcher also emphasises the inclusion of non-material courses, such as campus cultural activities and aesthetic practices, into the aesthetic education curriculum system in order to provide a richer and more three-dimensional learning experience. Such an aesthetic education curriculum group is designed to comprehensively enhance students' aesthetic literacy and overall quality.

Scholar Zhang Zhangguo (2002) proposes that the curriculum of Aesthetic education in colleges and universities should construct a two-level curriculum model, i.e., a model in which compulsory courses and elective courses complement each other (Zhang, Z. 2002:2.43-46). Compulsory courses focus on the basic theory and basic ability training of aesthetic education, such as the basic theory of art, art history and art appreciation, to ensure that students master the necessary aesthetic knowledge and skills. Elective courses, on the other hand, provide a wider and deeper range of learning content, including practical skills development and artistic creation, allowing students to choose according to their own interests and needs, thus broadening their aesthetic horizons and enhancing their aesthetic experiences.

Li Zhiping (2005) argues for further subdividing all aesthetics courses into three complementary series. The first is the appreciation series, which covers a wide range of areas such as film, television, art, photography, music, literature, architecture and dance, and aims to develop students' artistic appreciation ability and aesthetic emotions. Second is the history, culture and theory series, including Chinese and

western music history, art history, commodity aesthetics, technological aesthetics, network culture and art, etc. It enables students to gain a deeper understanding of different art forms and cultural backgrounds, and enhance their knowledge and understanding of beauty. Finally, there is a practical creation series, such as painting, watercolour painting, calligraphy, choral singing, music, dance, flower arrangement, medium-term production, etc., which encourages students to explore the charm of artistic creation through practice, and to improve their aesthetic creativity and artistic expression (Li, Z. 2005: 22. 87).

These three series of courses are interdependent and mutually reinforcing, and together they weave a complete picture of the Aesthetic education curriculum system in colleges and universities. They not only accurately meet the diversified learning needs of students, but also build a solid foundation for the all-round improvement of students' Aesthetic education, leading students to grow and leap in the hall of Aesthetic education.

Some scholars, such as Zeng Fanren, emphasise that the Aesthetic education curriculum is not limited to the fine arts curriculum, which also carries its own theoretical system of Aesthetic education. In Zeng Fanren's view, the aesthetic curriculum system in colleges and universities should be constructed at three levels. (Wang, M., & Zeng, F. 2017:(7), 9-10.)

Firstly, the first level is the basic theory of aesthetic education, which is the cornerstone of the whole curriculum system. It covers the essence of aesthetic education, means of implementation, educational methods, far-reaching significance and its social functions. Through the study of these basic theories, students are able to gain a deeper understanding of the core value of aesthetic education and its unique position in the education system.

Secondly, the second level is art appreciation and criticism. This level focuses on the important status and function of art appreciation, explores in depth the psychological mechanisms in the process of art appreciation, and deepens students' understanding and perception of artistic beauty through specific case studies. Through this level, students will be able to enhance their ability to recognise beauty and ugliness and develop critical thinking.

Finally, the third level is the aesthetic ability and art appreciation of this major and the self-image building courses related to it. this level is closely related to the students' professional background, guiding them to discover and explore the aesthetic elements of their own professional field, and at the same time further enhancing their aesthetic literacy and comprehensive quality by learning how to construct and express their personal image.

These three levels are interrelated and progressive, together constituting a complete system of Aesthetic education programmes in colleges and universities, which provides a strong support for the overall development of students. (Zhao, L., Wang, H., et al. 2006: 286)

Ran Xianghua (2008) suggests that aesthetic education courses in colleges and universities should cover different levels from basic to advanced. Firstly, the basic aesthetic education theory courses lay a solid theoretical cornerstone for students; secondly, the intermediate aesthetic education appreciation courses enhance students' aesthetic ability through art appreciation; and finally, the advanced aesthetic education practice courses allow students to deepen their understanding and experience of beauty in actual practice (Ran, X. 2008: 9.178).

Zhu Yan (2010) further expands the scope of aesthetic education courses, arguing that in addition to the traditional courses such as aesthetic theory, art appreciation, handicraft creation and social practice, general education courses and campus culture aesthetics courses should be introduced. the general education curriculum aims to broaden students' knowledge horizons and cultivate critical thinking and interdisciplinary integration skills; while the campus culture aesthetics curriculum allows students to feel the cultivation of beauty in their daily lives through the creation and beautification of the campus environment (Zhu, Y. 2010:5.88.).

Xu Shaoping (2013), on the other hand, proposed three ways to implement aesthetic education. firstly, implicit education is an important channel, in which public art courses, as one of the main ways, can penetrate extracurricular art and cultural activities and disciplinary aesthetic education courses, so that students can receive aesthetic education without realising it. secondly, implicit education also

includes the aesthetic construction of potential courses such as campus cultural environment, library, logistics management, etc. the aesthetic quality of these places and services can influence students' aesthetic outlook in a subtle way. through these ways, aesthetic education can be carried through in daily life, providing strong support for students' overall development (Xu, S., & Wang, H. 2013:192-217).

### **Harmonized developments of mind and body**

#### 3.1 The concept of coordinated physical and mental development.

Psychology emphasises that body and mind harmonious refers to a state of balance and coordination between an individual's physical and psychological development. this harmonious development involves physical maturity and functional strength of the body as well as psychological maturity, cognitive and emotional health. pedagogy, on the other hand, understands body and mind harmonious development as the integrated development of a number of aspects such as morality, intellect, physical health, aesthetics and labour. it believes that the growth of an individual involves not only physical and psychological maturity, but also the enhancement of moral character, the enhancement of intellectual ability, the maintenance of physical health, the development of aesthetic ability and the acquisition of labour skills. this view of comprehensive development aims to produce people with all-round qualities to meet the diversified needs of society.

From a physiological point of view, the complex structure of the human body is meticulously divided into systems based on their specific functions, such as the locomotor system, the digestive system, the respiratory system, the circulatory system, the urinary system, the reproductive system, the endocrine system and the nervous system. Each of these systems contains a number of specialised organs, which in turn are made up of specific tissues, which in turn are made up of a large number of cells and intercellular matrices combined with each other. In the human body, these organ systems, under the fine regulation of nerves and body fluids, co-ordinate with each other and work together to carry out the various physiological functions of the organism, ensuring the normal operation and healthy development of the human body (Zuo, M. 2009: 11).

From a psychological point of view, the human psychological system is a complex and multifaceted construct that contains core psychological components such as cognition, emotion and will. This system encompasses a multitude of key psychological elements such as needs, motivation, values, perception, awareness and attention, learning, memory, thinking, verbal expression, emotional experience, willpower, intelligence level, and personality traits. These psychological components interact with each other and together shape an individual's inner world and external behavioural performance (Huang, X. 2007).

In a nutshell, body and mind harmonious involves a balance between the body and the mind. The functioning of the body relies on a number of physiological systems, such as the motor, digestive, respiratory, circulatory, urinary, endocrine and nervous systems. The mind, on the other hand, encompasses cognition, emotion, will and other related mental activities. The development of the mind is deeply rooted in physiology and neurology. (Tan, J. 2008:(24), 2.)

Body and mind harmonious development seeks to harmonise the body and mind, ensuring that they promote each other and grow together. In this context, the importance of mental health among university students is emphasised, with particular reference to the crucial role of positive emotions, hope in life and a sense of meaning.

In light of this, this study combines the World Health Organisation's (WHO) classification criteria for physical and harmonious body and mind with the positive impact of an aesthetics curriculum on the development of physical and harmonious body and mind, and proposes five key dimensions of physical and harmonious body and mind: aesthetic ability, value of life, physical health, social adaptation, and psycho-emotional. Together, these dimensions constitute a comprehensive framework for measuring an individual's body and mind harmonious development, covering both physical and psychological considerations.

### 3.2 Composition of Harmonious Development of Body and Mind

Body and mind harmonious is a far-reaching and multi-dimensional concept that goes beyond the simple boundaries of physiology and psychology, but involves the intermingling of matter and consciousness, and the unity of objectivity and

subjectivity. it covers not only the coordination and balance between the systems within the human body, but also the harmony and unity between knowledge and emotion, intention and behaviour, rationality and irrationality. further, it also pursues the perfect integration of truth, goodness and beauty in individual life.

The World Health Organisation's (1948) definition of body and mind harmonious provides us with a macro perspective. it holds that body and mind harmonious is not only the harmony of physiological and psychological states within the individual, but also the perfect unity between the human body, psychological state and social adaptation process. this state of harmony not only requires individuals to be physiologically healthy and healthy, and psychologically balanced and stable, but also requires individuals to be able to adapt well to the social environment and realise a harmonious symbiosis between the individual and the society.

In view of this comprehensive and multidimensional nature of body and mind harmonious, this study combines the positive influence of aesthetic curriculum on the development of body and mind harmonious, and proposes five key dimensions for the development of body and mind harmonious: the value of life, aesthetic ability, physical health, social adaptation, and psycho-emotional.

Body and mind harmonious is a multi-dimensional and comprehensive concept, which requires the individual to achieve harmony and unity in multiple aspects such as physiology, psychology and society. through efforts in five areas, including cultivating aesthetic ability, establishing the value of life, maintaining physical health, improving social adaptation, and maintaining mental and emotional health, we can better achieve the development of mind and body harmony.

3.2.1 Aesthetic ability is a complex and rich ability that encompasses a wide range of qualities and skills that individuals demonstrate in sensing, appreciating, evaluating, and creating beauty. The following is a detailed expansion of aesthetic ability and its various components:

Firstly, the starting point of aesthetic ability lies in sensing beauty. this requires the individual to be able to keenly capture the elements of beauty embedded in external things, such as colours, shapes, lines, rhythms, melodies, and



so on. this ability to sense beauty is jointly influenced by the individual's innate factors (e.g. physiological perception ability) and acquired factors (e.g. cultural education, artistic cultivation).

Secondly, appreciating beauty is an important part of aesthetic ability. appreciation of beauty is not only the intuitive feeling of beauty, but also an emotional experience and spiritual resonance. the aesthetic subject, according to his own life experience, artistic cultivation and aesthetic interest, consciously appreciates the aesthetic object, so as to obtain a sense of beauty of pleasure, satisfaction or enlightenment. this sense of beauty can stimulate the individual's imagination and creativity and enhance the spiritual realm.

In the process of appreciating beauty, aesthetic evaluation ability plays a crucial role. aesthetic evaluation ability is the ability to analyse and evaluate the nature, value, form and content of aesthetic objects on the basis of aesthetic experience. this includes the consideration of the objectivity, subjectivity, artistry, practicality and other aspects of the aesthetic object. through aesthetic evaluation, individuals are able to make accurate judgements and evaluations of aesthetic objects so as to better grasp the nature and laws of beauty.

Finally, creating beauty is the highest level of aesthetic ability. creating beauty not only requires individuals to have profound artistic cultivation and aesthetic literacy, but also requires them to be able to integrate the elements and concepts of beauty into their own lives and creations. through the creation of beauty, individuals can express their own emotions and thoughts and pass them on to others, thus realising emotional and spiritual communication between people.

Aesthetic ability is a comprehensive ability, which requires individuals to show rich literacy and skills in the process of feeling, appreciating, evaluating and creating beauty. by cultivating and improving aesthetic ability, individuals are able to better appreciate and create beauty, and enhance their quality of life and spiritual realm. at the same time, aesthetic ability is also one of the important symbols of the progress of social civilisation, which can promote emotional exchange and spiritual communication between people and promote the prosperity and development of social culture. (Liu, Y. 2011:2(4), 7.)

3.2.2 The value of life is a far-reaching and multidimensional concept that encompasses human life itself as well as the impact and contribution of our daily activities to society and others. as an important part of the life view system, value of life provides us with a yardstick to measure and judge the meaning of life (Liu, X.1995 2, 3.):

Firstly, from an individual perspective, the Value of life is reflected in how we realise our self-worth and satisfy our personal needs in life. Everyone has his or her own unique talents, interests and pursuits, which constitute our personal value and significance. through continuous learning, growth and struggle, we can explore and enhance our potential and realise our personal values and dreams. this process of realising our self-worth not only makes us feel satisfied and happy, but also makes our lives more fulfilling and meaningful.

However, the value of life is not limited to the personal level. as a member of society, the value of our life is also reflected in our contribution to society and others. our words, deeds, moral values and behavioural choices have an impact on the people and society around us. a life of value should be able to bring positive energy and positive influence to society, help others grow and progress, and promote social harmony and development. this contribution to society is also an important reflection of the value of life.

In evaluating the "Value" of life, we need to consider the above two dimensions together. a valuable life should not only be characterised by personal growth and achievement, but also by its contribution to and impact on society. this evaluation is not a simple quantitative indicator, but a comprehensive consideration that requires us to make judgements in the light of the actual situation of the individual and the development needs of society.

At the same time, we also need to recognise that the meaning and value of life are relative rather than absolute. different people have different understanding and pursuit of the value and meaning of life. therefore, when evaluating the value of life, we should respect everyone's choice and pursuit and should not impose our own values on others.

Finally, the value of life is where the meaning of life lies. by pursuing and realising the value of life, we can better understand the meaning and size of life and make our lives more fulfilling and meaningful. whether it is personal growth, social contribution or spiritual pursuit, they are all important aspects that constitute the value of life.

3.2.3 Physical health is the cornerstone for maintaining the quality of human life and daily activities. it encompasses the state of health of the body's systems, organs, and structures as well as their functional performance. when we say that a person is in good physical health, we usually mean that his or her body systems are functioning properly, free from disease or illness, and that he or she has sufficient energy and vigour to cope with life's challenges (Gao, C., & Wang, S. 2013:(8), 3.):

First and foremost, physical health involves the proper functioning of the body's systems. the human body is made up of several complex systems, including the digestive system, respiratory system, circulatory system, nervous system, endocrine system, and so on. each system has its specific function, and the co-ordinated functioning of these systems is the key to maintaining physical health. for example, the digestive system is responsible for converting food into energy and nutrients to provide the body with the necessary nutrients, while the respiratory system ensures that the body receives sufficient oxygen and expels carbon dioxide.

Secondly, physical health also involves the state of health of organs and structures. the organs and structures of the human body, such as the heart, lungs, liver, kidneys, bones, muscles, etc., are necessary for sustaining life. the state of health of these organs and structures directly affects the overall health of the body. for example, a strong heart ensures that blood circulates throughout the body, providing the body with essential oxygen and nutrients, while healthy bones and muscles support body movement and posture.

In addition, physical health involves the effective performance of physical activities and tasks. a healthy person should have sufficient strength, endurance and flexibility to cope with a wide range of physical activities and tasks. whether it is daily life chores such as walking, climbing stairs, doing household chores, exercise and fitness, work and study, etc., the body needs to be able to perform with the appropriate capacity and condition.

3.2.4 Social adaptation is a multidimensional concept that represents the ability of an individual to effectively adjust himself/herself to better survive and co-exist harmoniously with the society in a complex and changing social environment. this ability not only involves the individual's psychological state and physiological conditions, but also requires a high degree of flexibility and adaptability to be demonstrated at the behavioural level:

Firstly, social adaptation requires individuals to be able to adapt to different social environments. social environments are complex and changeable, including different scenarios such as family, school, workplace, and community. in different environments, individuals need to understand and abide by the corresponding social rules and values, and also need to adjust their behaviours and attitudes to adapt to the requirements of these environments.

Secondly, social adaptation also includes the ability to cope with social pressure. in modern society, people often face pressures from work, study, family and other aspects. a person with good social adaptation is able to correctly assess stressors and adopt positive coping strategies, such as time management, relaxation techniques, and psycho-emotional regulation, in order to maintain a stable psychological and physiological state.

In interacting with people, building relationships with others is an important part of social adaptation. building good interpersonal relationships not only contributes to an individual's psychological well-being, but also to career development. individuals need to understand and respect the views and feelings of others and acquire effective communication skills in order to communicate and interact effectively in various social situations.

In addition, conflict management is an important manifestation of social adaptation. conflicts are unavoidable in interpersonal interactions. a person with good social adaptation is able to take a positive and constructive approach to resolving conflicts and avoiding their escalation, thus maintaining good interpersonal relationships.

With the acceleration of globalisation, individuals also need to have the ability to adapt to new cultures and environments. This requires individuals to not only understand the culture and social norms of their own country, but also to have an open mind to learn and adapt to new cultures and environments. This ability is particularly important for groups such as employees of multinational corporations, international students, and immigrants.

In order to cultivate and develop social adaptation, individuals can enhance their abilities by learning social skills, understanding social norms, building interpersonal relationships, and adapting to new environments. For example, participating in social activities, learning communication skills, and understanding the customs and etiquette of different cultures can all help to improve an individual's social adaptation.

Social adaptation is an important ability for individuals to survive and develop in society. (Peng, J., & Zheng, Z. P. 2000:1, 30-31.) through continuous learning and practice, individuals can gradually improve their social adaptation ability to better cope with various challenges in life.

3.2.5 Psycho-emotional, as a core part of the human experience, not only shapes our personal world, but also profoundly influences our patterns of behaviour, ways of thinking and physical health. As we delve into exploring the management and understanding of psycho-emotional emotions, it is crucial to first recognise their importance to individual mental health and social interactions:

Firstly, understanding and managing emotions is crucial to maintaining an individual's mental health. Psycho-emotional is a reflection of psychological states, and when emotions are managed appropriately, our inner world remains balanced and stable. Conversely, if emotions are suppressed or ignored for a long period of time, they may lead to mental health problems such as anxiety and depression. Therefore, learning to recognise one's emotions, understand their sources and manage them effectively plays an indispensable role in maintaining mental health.

Secondly, the understanding and management of emotions is also crucial for social interactions. During social interaction, emotions are an important tool for us to connect with others, convey information and express our feelings. If we are able

to express our emotions accurately, we will be able to better communicate and interact with others. at the same time, if we can understand and respect the emotions of others, we can build more harmonious interpersonal relationships and avoid conflicts and misunderstandings.

In addition, the management of emotions helps us to better cope with stress and challenges. (Pei, W. 2024) in modern society, people often face pressure from work, study, family and other aspects. if we can learn to manage our emotions effectively, we will be able to cope with these pressures better, remain calm and rational, and thus make wiser decisions.

### 3.3 The current situation of the body and mind harmonious development of college students in China

In pursuing the harmonious development of society, we should first of all recognise that each individual who develops harmoniously is the solid cornerstone of this grand blueprint. it is the harmonious development of these individuals that constitutes the solid premise for the construction of a harmonious society and at the same time indicates the ultimate goal of harmonious social development. as institutions of learning that nurture the future pillars of society, universities should do their utmost to devote themselves to the training of students who are harmonious in body and mind, and to contribute to the building of a harmonious socialist society (Sun, D. 2012).

The so-called students' body and mind harmonious, it is beyond the scope of simple physiology and psychology, contains a profound social science connotation and group characteristics. (Pan, P. 1986:4, 8.) it refers to the fact that students, as natural human beings, while remaining healthy and energetic physiologically, also achieve a balanced and stable state psychologically. more importantly, this harmony is not only on the individual level, but also on the social level. it requires students to maintain a harmonious and symbiotic relationship with the society on the basis of being a natural person, and to realise the harmony and unity between the individual and the society.

Therefore, the cultivation of students with a harmonious body and mind not only requires students to have a strong body and a healthy mind, but also requires them to have a high sense of social responsibility and good moral qualities. they should be able to maintain personal physical and mental health while actively participating in social activities and making positive contributions to society.

The university stage is an important turning point in life, especially for ordinary university students between the ages of 18 and 23, when they are in a period of maturity of physical development as well as a transitional period of psychological development. however, at this stage, college students often face the challenge of inharmonious body and mind harmonious development. (Wang, J. (2006:125-127)

Firstly, the transitional nature of psychological development brings about many contradictions. college students gradually show independence and want more personal space and opportunities for autonomous decision-making, but at the same time, they may show a certain sense of dependence and belonging, and desire to maintain close ties with family, friends and society. in terms of thinking, their abstract logical thinking develops rapidly and they are able to understand and analyse things in greater depth, but they are also often prone to fall into the misconception of subjectivity and one-sidedness. increased self-awareness is a sign of their growth, but this self-awareness may not be mature enough and is easily influenced by the outside world.

Secondly, emotional richness and volatility are also a big challenge for college students. (Sun, K. L. 2022) as they grow older and accumulate experience, college students become richer in emotions, but at the same time, they are more prone to fluctuations. they may be emotionally high because of some small things, or emotionally low because of some setbacks. this emotional instability may affect their study and life.

In addition, the contradiction between ideal and reality is also a problem often faced by college students. they may be full of visions and expectations for the future, but when they face the reality, they often find that things do not go as smoothly as they thought. this gap between ideal and reality may make them feel confused and lost.

The impact of various wrong ideas and concepts in the society further aggravates the psychological distress of college students. wrong ideas such as money worship, hedonism and extreme individualism may make college students lose their direction and even take the wrong path. at the same time, the wrong concepts of emphasising intelligence rather than morality and putting scores above all else may mislead them to over-pursuing academic results and neglecting the cultivation of their own morality and qualities.

In addition, the burden of study and the pressure of employment competition are also important factors leading to the disharmonious body and mind harmonious development of university students. with the popularisation of higher education and the increasingly fierce competition in the job market, university students have to face increasing study pressure and employment pressure. such pressure may make them feel anxious and uneasy, and even affect their physical and mental health.

In particular, as most contemporary university students are only children, they are often over-attended and pampered by their families and the society in their growing up process, resulting in their lack of a certain degree of frustration tolerance and social adaptation. once they encounter setbacks or difficulties, they may feel unable to bear them or even adopt extreme behaviour. (Quan, F., & Wang, J. 2006:17-19.)

In 1989, a survey of the mental health of 126,000 university students conducted by the State Education Commission revealed a worrying phenomenon: as many as 20.23 per cent of university students suffered from various degrees of psychological disorders. The results of a survey of the mental health of freshmen at Tsinghua University conducted since 1992 also showed that about 20 per cent of the students were psychologically ill and showed various degrees of psychological disorders. In Sichuan Province, the "Psychological Counselling and Treatment of College Students" group conducted a survey of 40,000 college students from eight colleges and universities in the southwestern part of the country in 1992, and found that the proportion of students with psychological disorders was as high as 31.13 per cent, with 12.42 per cent of the students suffering from more serious disorders and 0.81 per cent of the students suffering from more serious disorders. college students



showed that 26.14 per cent had psychological problems. And in a recent nationwide SCL-90 test of a random sample of 528 college students, the results similarly showed that 22.4 per cent had at least one manifestation of psychological disorder. These results are all higher than those of the general youth population of the same age, showing that the problem of Psycho-emotional maladjustment among college students is quite serious, and is mainly manifested in depression, anxiety disorders, phobias, and so on. (Huang, X. (2004: 1(1), 5-6)

## Relevant Studies

4.1 Policies for the implementation of aesthetic education programmes in higher education institutions

Office of the state council issued the opinions on comprehensively strengthening and improving the work of aesthetic education in schools (State Office Development [2015] No. 71). opinions on the work of aesthetic education in schools (Guo Ban Fa [2015] No. 71), and in March 2019, the Ministry of Education issued the Opinions on Effectively Strengthening Aesthetic Education in Colleges and Universities in the New Era (Teaching Physical Education and Arts 2019 [2] No. 2), all of which made recommendations on the goals, contents, and how to set up Aesthetic education programmes in colleges and universities.

4.2 Aesthetic education and aesthetic ability as an integral part of body and mind harmonious development

The study of Aesthetic education and aesthetic ability is not only a process of recognizing aesthetic activities, but also a process of casting the soul to become aesthetic. People have reason to expect aesthetics to become the ethics of the future, because it is committed to realizing the perfection of individual personality and the harmony of group existence, which is both the direction of social development and the ideal realm pursued by ethics (Wang, X. 2024).

Firstly, aesthetics plays a crucial role in shaping a complete personality and promoting body and mind harmonious. In the profound process of aesthetic experience, beauty constructs in its own unique way an image of the fullness of human existence, an image that intrinsically blends the essence of truth and

goodness. As Hegel insightfully observed, truth and goodness can coexist harmoniously and reflect each other in the realm of beauty. Looking back at the long history of human civilisation, both the veneration of saints in the ancient East and the yearning for the realm of saints in the medieval West reflect mankind's relentless pursuit of the ideal personality. However, these pursuits have often focused on moral goodness, or the search for wisdom and truth emphasised by modern society, but have often neglected the balance and integration between the two.

In this day and age, many people realise that the true ideal personality should not be the ultimate display of a single dimension, but rather a perfect combination of wisdom and morality, truth-seeking and goodness. In this pursuit, aesthetics becomes an indispensable bridge and guide. With its unique charm, it guides people to go beyond the limitation of a single goal and devote themselves to cultivating a more comprehensive personality: enjoying the pleasure of the senses without losing the deep knowledge of the world; maintaining moral nobility and conscience, and carrying the persistent pursuit of lofty beliefs. In short, aesthetics is the most profound and comprehensive understanding and possession of human nature, which prompts people to find the path to organic unity between goodness and truth, so as to achieve self-transcendence and comprehensive development.

Secondly, aesthetics leads people to their spiritual home. the biggest spiritual crisis in modern society is the crisis of faith. the wrong orientation of faith leads to the drift of the moral system, the flow of material desires, and the pervasiveness of pessimism and despair. aesthetics can bring hope to life and create a home for the spirit. this realm of life, though it may be only an aesthetic utopia, is indelible and real because, as the western marxist bloch said, it is based on the whole of life and constructed by the subject. (Lai, Y. 2010) ancient chinese philosophers called this truth "Sincerity" and believed that sincerity is the way of heaven and sincerity is the way to be a human being. Individuals can be honest and clear, show their conscience and perfect their moral legislation. Mr FENG Youlan once put forward the idea of replacing religion with philosophy as the strength of traditional Chinese culture (Zhang, N. 2024). this proposition is consistent with his assertion of the realm of heaven and earth in life, and the so-called realm of heaven and earth is actually an aesthetic realm.

Third, aesthetics promotes the creation of a harmonious environment. Ethics in the broad sense includes moral philosophy and social ethics, which are devoted to the establishment of an inner value system and an outer order of interpersonal relations respectively. As far as the individual is concerned, the enhancement of moral spirit is self-discipline in nature, while the observance of social ethics has more other-discipline elements. The best combination of the two is to "Act according to one's heart without crossing the line". In most parts of the world today, ethical relationships are maintained primarily through religion. However, ethical relationships defined by specific doctrines have not been able to keep pace with the development of social life, and sectarian exclusivity has become a serious threat to world peace and security. Aesthetics can inspire human benevolence and self-improvement without resorting to God's content: the ancients said that benevolence is one with everything, and the process of aesthetics is also the process of unity of things; nature is infinite, and the subject, in the ebb and flow of aesthetics, is able to fully experience and even reflect the rhythms of the universe. Benevolence is the universal mind, is the spiritual cornerstone of world peace (Bai, X. (2002:1, 5.); self-improvement is positive, is the spiritual foundation of social development. A world of peace and development is a better world.

In short, the cultivation of a complete personality, the attainment of freedom, and the promotion of interpersonal harmony, body and mind harmony, are both the purpose of aesthetics and the ideal state of ethics.

## Chapter 3

### Research Methodology

The research method used in this study is research and development. the main objectives of this study are as follows: (1) to investigate the current situation and effectiveness of college students' body and mind harmonious development. (2) to develop aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development. (3) to assess the aesthetic education curriculum based on activity theory through comparing to the college students' body and mind harmonious before and after the implementation of curriculum. the research methods are divided into the following three steps:

**Step 1:** to investigate the current situation and effectiveness of college students' body and mind harmonious development.;

**Step 2:** to develop aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development;

**Step 3:** to assess the aesthetic education curriculum based on activity theory through comparing to the college students' body and mind harmonious before and after the implementation of curriculum.;

#### **Table 1: to investigate the current situation and effectiveness of college students' body and mind harmonious development.**

##### **Objective.**

To investigate the current situation and effectiveness of college students' body and mind harmonious development.

##### **Population.**

300 freshman students in art and design at Guangxi University of Science and Technology. (total number of students)

##### **Sample.**

The total number of students in this study was 300 students from the 2023 freshman students of art and design at Guangxi University of Science and

Technology. therefore, according to the Krejcie and Morgan tables (1970), 170 college students were simple random sampling randomly selected as a sample from the 2023 freshman students majoring in art and design at Guangxi University of Science and Technology.

### **Research tools.**

The research tool is the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development questionnaire.

1. Development of research tools. this paper studies the current situation of aesthetics courses in colleges and universities in china and their impact on the body and mind harmonious development of college students against the backdrop of china's comprehensive development education policy and a series of policies on aesthetic education in colleges and universities. the first step is the study of the current situation of the body and mind harmonious development of college students and the survey of the current situation of the influence of aesthetic education courses in china's colleges and universities on the harmonious development of college students' body and mind, the questionnaire consists of 2 parts:

Part 1. the basic situation of the subjects of this study.

Part 2. Survey on the current situation of body and mind harmonious of freshman student. according to the literature, physical and mind harmony mainly consists of five aspects: value of life, aesthetic ability, physical health, social adaptation and psycho-emotional. the scale is based on a 5-point likert scale ranging from 1 to 5.

The scale is scored as follows:

Scale 5 means students can follow this sentence/question as much as possible.

Scale 4 means students can follow this sentence/question very much.

Scale 3 means students can moderately follow this sentence/question.

Scale 2 means Students are less able to follow this sentence/question.

Scale 1 means students can follow this sentence/question the least

The questionnaire composition is shown in Table 3.1.

**Table 3.1** The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development questionnaire. questionnaire composition

Portion	Variable name	Number of issues	Order of questions
<b>Part 1</b>	Common data of the respondent	5	1-5
	Survey on the current situation of body and mind harmony among freshman students	26	6-31
<b>Add up the total</b>		<b>31</b>	

2. Verification of research tools. after the questionnaire was created, in order to validate the questionnaire, three experts in the field of mental health education and teaching were invited to evaluate the questionnaire's item content and compliance with the objectives using the checklist. items that were agreed, disagreed or questionable were marked. after that, based on the experts' comments and suggestions, the item consistency index (IOC) was used to calculate the validity of the content. If the consistency index IOC of some items is less than 0.67, make changes. finally, the questionnaire was revised to form the first draft of the research instrument. the content and purpose of “the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development questionnaire.” is presented in the appendix D.

3. The formation of research tools. in april 2024, 170 freshman students majoring in art and design were selected from Guangxi University of Science and Technology to test the research instrument, analyze the reliability and validity of the research instrument, and finally form “The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development questionnaire”. see appendix C, research instrument 1 for details.

## Research process

### Data Collection

1. Questionnaire distribution and collection. by means of questionnaires distributed by the teachers of each college, 170 freshman students majoring in art and design of Guangxi University of Science and Technology in the class of 2023 were asked to fill in the questionnaires, collect the data on the current situation of " The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development questionnaire", and complete the questionnaire survey.

2. Data statistics and analysis. statistical analysis software was used to analyses the current status of " The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development questionnaire " by means of percentages and frequency counts.

3. Summary and application. based on the data analysis of " The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development questionnaire", the results were discussed and analyzed and applied to the development of " The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development."

### Data analysis and statistic used

The frequency, percentage, mean and standard deviation of physical and mental harmonious development of freshmen in Guangxi University of Science and Technology were determined by analyzing the data. the researchers propose a hierarchical classification of data analysis results to facilitate mutual understanding when providing the following information.

The criteria for interpreting the mean scores are as follows:

Mean score 4.51 - 5.00 means students have body and mind harmonious at "the highest level".

Mean score 3.51 - 4.50 means students have body and mind harmonious at a "high level".

Mean score 2.51 - 3.50 means students have body and mind harmonious at a “moderate level”.

Mean score 1.51 - 2.50 means students have body and mind harmonious at a “low level”.

Mean score 1.00 - 1.50 means students have body and mind harmonious at “the lowest level”.

## **Step 2: to develop aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development**

At this stage, we will answer research question 2: how to develop aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development? in order to answer this question, the researcher will follow the procedure of curriculum development and related steps to explain and translate the results of the current situation analysis of the first phase into the objectives of the course, the content of the course, the teaching and learning activities of the course, and consequently, the development of the lesson plans. curriculum development consists of the following two steps: curriculum development and expert validation of the curriculum.

### **Curriculum development of " The aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development."**

"The aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development." are as follows:

1. To determine the principles of curriculum development.
2. Setting curriculum objectives.
3. Compiling the structure and content of the curriculum.
4. To formulate curriculum teaching activities.
5. Compiling a lesson plan.

The details of each step will be explained and explained in detail in chapter IV.



**Evaluation of "The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development."**

**Curriculum evaluation objectives.** this section assesses the consistency of "The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development" by examining the principles of curriculum development, the objectives of the curriculum, the structure and content of the curriculum, the teaching activities of the curriculum, and the activities to be undertaken.

**Expertise.**

In the course evaluation, three experts were invited to assess the consistency of "The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development."

**Research tools.**

There are two main assessment tools. the first is the curriculum coherence assessment scale, which is used to assess the coherence of the curriculum development principles, curriculum objectives, curriculum structure and content, and curriculum teaching and learning activities. the second is the curriculum suitability assessment scale, which assesses the extent to which the principles of curriculum development, the objectives of the curriculum, the structure and content of the curriculum, and the teaching and learning activities of the curriculum are suitable, including the most appropriate, the very appropriate, the moderately appropriate, the inappropriate, and the least appropriate situations. each assessment scale has a recommendation column for experts to write recommendations for curriculum improvement.

Verification of research tools. after the questionnaire was created, in order to validate the questionnaire, three experts in the field of mental health education and teaching were invited to evaluate the questionnaire's item content and compliance with the objectives using the checklist. items that were agreed, disagreed or questionable were marked. After that, based on the experts' comments and suggestions, the item consistency index (IOC) was used to calculate the validity of

the content. If the consistency index IOC of some items is less than 0.67, make changes. Finally, the questionnaire was revised to form the first draft of the research instrument. the content and purpose of “the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development questionnaire.” is presented in the appendix D.

**Data analysis.** the consistency assessment of the curriculum uses the consistency index as the consideration criterion (objective consistency index = IOC), which meets the following criteria:

Rating is + 1 there is a view that "it conforms to the elements of the syllabus."

The rating is 0 there is a view that "it is not sure whether it meets the elements of the syllabus."

The rating is -1 there is a view that it is "inconsistent with the elements of the syllabus."

For the consistency evaluation results of curriculum development principles, curriculum objectives, curriculum structure, curriculum content, curriculum teaching activities, experts get an IOC equal to 1.00 for each project (the acceptable value is between 0.50 to 1.00), and think that the evaluation form is consistent in content.

The evaluation of curriculum applicability compares the assessment of curriculum applicability with the criteria of the questionnaire by converting the answers of each expert's curriculum adaptability assessment scale into scores. the scoring criteria areas follows:

A score of "5" means the most appropriate.

A score of "4" means it is very appropriate.

A score of "3" means moderately appropriate.

A score of "2" means inappropriate.

A score of "1" indicates the most inappropriate.

Then the average suitability score is calculated according to the opinions of experts, and the comparison criteria are as follows:

The average score of 4.51-5.00 means "The most appropriate score".  
The average score of 3.51-4.50 means "Very appropriate".

The average score of 2.51-3.50 means "Moderately appropriate".

The average score of 1.51-2.50 means "Inappropriate".

The average score of 1.00-1.50 means "The most inappropriate".

Based on the process of curriculum development and curriculum evaluation, the research methods related to "The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development."

### **Step 3: To assess the aesthetic education curriculum based on activity theory through comparing to the college students' body and mind harmonious before and after the implementation of curriculum**

The experiment consists of seven main parts: experimental objectives, experimental population and sample, teaching instruments, course experiments, research instruments data collection and data analysis. the details are as follows.

#### **Experiment objectives**

To assess the aesthetic education curriculum based on activity theory through comparing to the college students' body and mind harmonious before and after the implementation of curriculum.

#### **Population**

The subjects of the study were 300 freshman students majoring in art and design in the class of 2023 at Guangxi University of Science and Technology.

#### **Sample**

A class of 30 students was selected by cluster random sampling method from 9 classrooms of the 2023 freshman students majoring in art and design at Guangxi University of Science and Technology.

#### **Teaching tools**

Following the steps of curriculum development, the researcher designed a 5-unit, 24-hour lesson plan (see appendix C for details). the lesson plans contained all the materials, teaching contents, and teaching activities required for the curriculum. prior to the implementation of the lesson plans, three experts in

the field were invited to validate the lesson plans, and an item suitability assessment was used to measure the effectiveness of the content.

### **Curriculum experiment**

This study used a quasi-experimental design to examine the effects of "The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development." on body and mind harmonious among college students. In the quasi-experiment, we used a single-group pre-test-post-test research design.

### **Experimental design.**

This research is experimental research. One group pretest – posttest design was used with the following experimental design:

**Table 3.2** experimental design

Group	Pretest	Experimental	Posttest
Experimental group	O1	x	O2

Note: X means experimental

O1 means pretest observation

O2 means posttest observation

### **Research tools.**

Questionnaire for the scale of physical and mind harmonious development of college students (value of life, aesthetic ability, physical health, social adaptation and psycho-emotional scale for college students).

This study divides the development of physical and mind harmonious into five dimensions of harmonious development: aesthetic ability, value of life, physical health, good social adaptation and psycho emotional. Based on literature, this study drafted a questionnaire on body and mind harmonious development of college students. The questionnaire is divided into two parts. The first part is personal background information, including gender, age, family type and family status, which is used to understand the basic situation of the research subjects. The second part is

variable measurement, consisting of MI-LOV (Multi-Item of Values) values scale developed by herch, aesthetic ability scale developed by dan et al. (2021) and physical health scale, social adaptation scale and psycho-emotional scale developed by Zi-Long Li (2020), which are used to measure the level of physical and mind harmonious development of college students.

The scale for the harmonious development of college students' body and mind, the scales are as follows:

The Value of life scale for university students was adopted from the MI-LOV (Multi-item of values) values scale developed by herch, with some modifications and improvements according to the researcher's purposes. it includes "Materialistic orientation", "Self-orientation", "Social relationship orientation", "Emotional orientation", "Pragmatic orientation", and "Other people's consciousness orientation", with a total of 30 questions. the scale is based on a five-point Likert scale ranging from "Strongly disagree" to "Strongly agree", with scores ranging from 1 to 5 respectively.

The scale is scored as follows:

Scale 5 means students strongly agree with the statement/question

Scale 4 means students agree with the statement/question

Scale 3 means students are unsure with the statement/question

Scale 2 means students disagree with the statement/question

Scale 1 means students strongly disagree with the statement/question

The physical health, social adaptation, and psycho-emotional questionnaires were based on the self-reporting health measurement scale (SRHMS) adapted by Zilong Li (2020) from Jun Xu, which allows for independent evaluation of one's body and mind harmonious development. the scale is based on a five-point likert scale, ranging from "Strongly disagree" to "Strongly agree", with scores ranging from 1 to 5. It consists of 24 questions.

**Table 3.3** body and mind harmonious development scale for university students

Portion	Variable name	Number of issues	Order of questions	
<b>Part 1</b>	Common data of the respondent	5	1-5	
	Materialistic orientation	6	6-11	
	Self-orientation	5	12-16	
	Social relationship orientation	5	17-21	
<b>Part 2</b>	Value of life	Emotional orientation	5	22-26
		Pragmatic orientation	5	27-31
		Other people's consciousness orientation	4	32-35
		Aesthetic ability	5	36-40
<b>Part 3</b>	Aesthetic ability	5	36-40	
<b>Part 4</b>	Physical health	8	41-48	
<b>Part 5</b>	Social adaptation	8	49-56	
<b>Part 6</b>	Psycho-emotional	8	57-64	
<b>Add up the total</b>		<b>64</b>		

To validate the questionnaire, three experts in the field of mental health education and teaching were invited to assess the questionnaire's content and goal congruence using a checklist and marking items as agreeing, disagreeing, or problematic (Appendix D). content validity was then calculated using the index of item consistency (IOC) based on the experts' comments and recommendations. If the consistency index IOC for some items was less than 0.67, they were revised (where question 58 "I didn't feel palpitations or a racing heart." IOC= was 0.33 and was revised, It's been changed to, "My heartbeat is normal"). the other questions had an  $IOC \geq 0.67$ , indicating that the questionnaire was well structured in terms of content.

In september 2023, 30 university students were selected at Guangxi University of Science and Technology to test the research instrument. the questionnaire reliability was derived from cronbach's" = 0.88. the reliability and validity of the research instrument were analysed. the sexual reliability and internal consistency validity of the scale were good. the scale can be used to measure the body and mind harmonious development of chinese college students. see appendix c research guide 3 for details.

#### **Data collection.**

This study used a quasi-experimental design to select 30 freshman students majoring in art and design at Guangxi University of Science and Technology as the experimental class. the body and mind harmonious of college students before and after the “The aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development.” intervention experiment was investigated through the scale. the data collection process is as follows:

1. Carry out the pre-test. all subjects filled out a questionnaire on "harmonious body and mind harmonious development of university students" before the start of the course in order to find out the body and mind harmonious

2. Formal intervention. students in the experimental group received 24 hours of instructional intervention during the semester.

3. Implement post-test. at the end of the 24 hours teaching intervention, all subjects completed the "Harmonious development of body and mind harmonious development of university students" questionnaire. Re-evaluate the student's level of body and mind harmonious development.

4. Comparison of the level of body and mind harmonious development. through the comparative analysis of the level of body and mind harmonious development of college students in the class before and after the intervention experiment, we will understand the effect of cultivating body and mind harmonious development after the teaching of "The aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development.”

**Data analysis.**

1. Compare the difference between mean and standard deviation.

Positive mental qualities of university students are developed through “The aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development.”, the mean and standard deviation of body and mind harmonious development are found, and the level of body and mind harmonious development of university students is analyzed.

The criteria for interpreting the mean scores are as follows:

Mean Score 4.51 - 5.00 means students have body and mind harmonious at “the highest level”.

Mean Score 3.51 - 4.50 means students have body and mind harmonious at “high level”.

Mean score 2.51 - 3.50 means students have body and mind harmonious at “moderate level”.

Mean Score 1.51 - 2.50 means students have body and mind harmonious at “low level”.

Mean Score 1.00 - 1.50 means students have body and mind harmonious at “the lowest level”.

2. Compare the difference of average score.

Compare the body and mind harmonious development before and after the experiment. through dependent sample t-test the differences in the corresponding indicators of the experimental group are tested to examine the effect of “The aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development.” on improving the body and mind harmonious development of college students.



## Chapter 4

### Results of Analysis

The research process is divided into three steps: 1) to investigate the current situation and effectiveness of college students' body and mind harmonious development; 2) to develop aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development; 3) to assess the aesthetic education curriculum based on activity theory through comparing to the college students' body and mind harmonious before and after the implementation of curriculum.

The results of the study were analyzed in three steps:

**Result of part 1:** the current situation and effectiveness of college students' body and mind harmonious development.

**Result of part 2:** the development of aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development.

**Result of part 3:** comparing changes in college students' body and mind harmonious before and after the implementation of the aesthetic education curriculum.

#### Symbol and abbreviations

$\bar{x}$	represents for average value
S.D.	represents for Standard deviation
f	represents frequency
t	represents for t-test for dependent sample test
Sig.	represents for significance (0.01**)
%	represents percentage

### Results of data analysis

This study used statistical software to apply statistical tests for general data analysis of the respondents, presenting basic data, current status of college students' body and mind harmonious development, and testing of teaching experiments with the aesthetic education curriculum in terms of mean ( $\bar{x}$ ), standard deviation (S.D.), percentage (%), t-test (t), and sig <0.01 were presented to present the basic data of the respondents, the current status of college students' body and mind harmonious development and the test of the teaching experiment with the aesthetic education curriculum.

### Result of Part 1: The current situation and effectiveness of college students' body and mind harmonious development.

#### Present study participants data

Background information on 170 college students in the 2023 freshman students majoring in art and design at Guangxi University of Science and Technology, who participated in a survey on the status of body and mind harmonious development.

**Table 4.1** Frequency and percentage of common data of the respondent in overall (n=170)

Common data of the respondent	Frequency	percentage
<b>Gender</b>		
Male	93	54.71
Female	77	45.29
Total	170	100.00
<b>Age</b>		
Below 18 years old	6	3.53
18 years old	32	18.82
19 years old	56	32.95
20 years old	49	28.82
21 years old	23	13.53

Table 4.1 (Continued)

(n=170)		
Common data of the respondent	Frequency	percentage
22 and above years old	4	2.35
Total	170	100.00
<b>Household type</b>		
City	124	72.94
Rural	46	27.06
Total	170	100.00
<b>Family Situation</b>		
Both parents	139	81.76
Single parent	30	17.65
Orphan	1	0.59
Total	170	100.00
<b>Family members</b>		
3	101	59.41
4	46	27.06
5 and above	23	13.53
Total	170	100.00

From table 4.1, it is found that the respondents college students in terms of gender, the highest proportion of the number of male students totaled 93 people accounted for 54.71 percentage. in terms of age, 19-year-old students 56 people accounted for 32.95 percentage of the highest proportion. in household type, city students 124 people accounted for 72.94 percentage proportion is the highest. in family situation, both parent's family 139 people accounted for 81.76 percentage proportion is the highest. in terms of family size, 3 members 101 people accounted for the highest proportion of 59.41 percentage.

## 1.2 The body and mind harmonious of respondents

The researcher proposed a hierarchical classification of data analysis results to facilitate mutual understanding when presenting the following information. body and mind harmonious of the respondents comprises five components: value of life, aesthetic ability, physical health, social adaptation and psycho emotional as illustrated in tables 4.2.

**Table 4.2** Mean and standard deviation of data analysis on the body and mind harmonious of the respondents

(n=170)				
Variable	$\bar{x}$	S.D.	level	Ranking
1. Value of life	4.01	0.77	High	2
2. Aesthetic ability	3.93	0.78	High	3
3. Physical health	4.03	0.74	High	1
4. Social adaptation	3.75	0.79	High	4
5. Psycho emotional	3.63	0.84	High	5
<b>Total</b>	<b>3.88</b>	<b>0.80</b>	High	

From table 4.2, it is found that the overall body and mind harmonious of respondents is in high level ( $\bar{x}=3.88$ , S.D.=0.80). considering each item separately, it is found that, “Physical health” is the highest rank which is in the high level ( $\bar{x}=4.03$ , S.D.=0.74), followed by “Value of life” which is in the high level ( $\bar{x}=4.01$ , S.D.=0.77), “Aesthetic ability” which is in the high level ( $\bar{x}=3.93$ , S.D.=0.78), “Social adaptation”, which is in the high level ( $\bar{x}=3.75$ , S.D.=0.79), and finally “Psycho emotional” is the lowest rank which is in high level ( $\bar{x}=3.63$ , S.D.=0.84).

## 1.3 Data on the body and mind harmonious in the aspect of value of life of the respondents

The researcher proposed a hierarchical classification of data analysis results in order to understand each other when providing the following information. the body and mind harmonious in the aspect of value of life of the respondents as table 4.3.

**Table 4.3** Mean and standard deviation of data analysis on the body and mind harmonious in the aspect of value of life of the respondents

(n=170)

Value of life	$\bar{X}$	S.D.	Level	Ranking
1. Students believe that value of life may take into account goals in life, wealth, a stable career, income, etc.	3.96	0.79	High	5
2. Students believe in setting their own agenda to achieve their goals, desires, happiness, and acceptance by others.	3.99	0.77	High	4
3. Students value social relationships, including being a good member of society, sacrificing time, participating in various social activities, etc.	3.95	0.78	High	6
4. Students like to find happiness in life such as travel, music, literature, movies, etc.	4.06	0.75	High	2
5. Students like to lay down guidelines for various matters in life	4.07	0.77	High	1
6. Students consider other people's opinions about themselves in various aspects.	4.02	0.75	High	3
<b>Total</b>	<b>4.01</b>	<b>0.77</b>	<b>High</b>	

From table 4.3, it is found that the overall body and mind harmonious of respondents in the aspect of value of life is in high level ( $\bar{X}=4.01$ , S.D.=0.77). considering each item separately, it is found that “Students like to lay down guidelines for various matters in life” is the highest rank which is in high level ( $\bar{X}=4.07$ , S.D.=0.77), followed by “Students like to find happiness in life such as travel, music, literature, movies, etc.” which is in high level ( $\bar{X}=4.06$ , S.D.=0.75), while “Students value social relationships, including being a good member of society,

sacrificing time, participating in various social activities, etc.” is the lowest rank which is in high level ( $\bar{x}=3.95$ , S.D.=0.78).

#### 1.4 Data on the body and mind harmonious in the aspect of aesthetic ability of the respondents

The researcher proposed a hierarchical classification of data analysis results in order to understand each other when providing the following information. the body and mind harmonious in the aspect of aesthetic ability of the respondents as table 4.4.

**Table 4.4** Mean and standard deviation of data analysis on the aesthetic ability of the respondents

Aesthetic ability	$\bar{x}$	S.D.	Level	Ranking
1. When seeing a work of art, students can see the value of that artwork.	3.96	0.77	High	3
2. Students use their own judgment and experience of art to judge the beauty of art.	3.98	0.76	High	2
3. When students see a work of art, like to analyze and evaluate it both in terms of beauty and value.	3.91	0.80	High	4
4. Students like to explore the different techniques used in artistic works.	3.82	0.79	High	5
5. Students can compare and classify the beauty and value of various arts.	4.00	0.77	High	1
<b>Total</b>	<b>3.93</b>	<b>0.78</b>	<b>High</b>	

From table 4.4, it is found that the overall body and mind harmonious of respondents in the aspect of aesthetic ability is in high level ( $\bar{x}=3.93$ , S.D.=0.78). considering each item separately, it is found that “Students can compare and classify the beauty and value of various arts” is the highest rank which is in high level ( $\bar{x}=4.00$ , S.D.=0.77), followed by “Students use their own judgment and experience

of art to judge the beauty of art” which is in high level ( $\bar{x}=3.98$ , S.D.=0.76), while “Students like to explore the different techniques used in artistic works.” is the lowest rank which is in high level ( $\bar{x}=3.82$ , S.D.=0.79).

### 1.5 Data on the body and mind harmonious in the aspect of physical health of the respondents

The researcher proposed a hierarchical classification of data analysis results in order to understand each other when providing the following information. the body and mind harmonious in the aspect of physical health of the respondents as table 4.5.

**Table 4.5** Mean and standard deviation of data analysis on the physical health of the respondents

Physical health	$\bar{x}$	S.D.	Level	Ranking
1. Students like to exercise regularly.	4.01	0.71	High	3
2. Students don't get sick easily.	4.06	0.72	High	2
3. Students not so often physical illnesses that prevent from doing what oneself want.	4.10	0.72	High	1
4. Students feel like oneself have enough energy to get through the day.	3.99	0.74	High	4
5. Students choose to eat food that is healthy for oneself body.	3.98	0.79	High	5
<b>Total</b>	<b>4.03</b>	<b>0.74</b>	<b>High</b>	

From table 4.5, it is found that the overall body and mind harmonious of respondents in the aspect of physical health is in high level ( $\bar{x}=4.03$ , S.D.=0.74). considering each item separately, it is found that “Students not so often physical illnesses that prevent from doing what oneself want” is the highest rank which is in high level ( $\bar{x}=4.10$ , S.D.=0.72), followed by “Students don't get sick easily” which is in high level ( $\bar{x}=4.06$ , S.D.=0.72), while “Students choose to eat food that is healthy for oneself body” is the lowest rank which is in high level ( $\bar{x}=3.98$ , S.D.=0.79).

### 1.6 Data on the body and mind harmonious in the aspect of social adaptation of the respondents

The researcher proposed a hierarchical classification of data analysis results in order to understand each other when providing the following information. the body and mind harmonious in the aspect of social adaptation of the respondents as table 4.6.

**Table 4.6** Mean and standard deviation of data analysis on the social adaptation of the respondents

Social adaptation	$\bar{x}$	S.D.	Level	Ranking
1. Students can adjust myself in changing social conditions.	3.80	0.80	High	1
2. Students get along well with others.	3.79	0.79	High	2
3. Students get along well with others. like to help others in whatever way oneself can.	3.74	0.78	High	3
4. Students can adapt to the environment oneself live in.	3.71	0.78	High	5
5. Students like getting attention.	3.72	0.78	High	4
<b>Total</b>	<b>3.75</b>	<b>0.79</b>	<b>High</b>	

From table 4.6, it is found that the overall body and mind harmonious of respondents in the aspect of social adaptation is in high level ( $\bar{x}=3.75$ , S.D.=0.79). considering each item separately, it is found that “Students can adjust myself in changing social conditions” is the highest rank which is in high level ( $\bar{x}=3.80$ , S.D.=0.80), followed by “Students get along well with others” which is in high level ( $\bar{x}=3.79$ , S.D.=0.79), while “Students can adapt to the environment oneself live in.” is the lowest rank which is in high level ( $\bar{x}=3.71$ , S.D.=0.78).



### 1.7 The physical and mental health in the aspect of psycho-emotional Data on the body and mind harmonious in the aspect of psycho-emotional of the respondents

The researcher proposed a hierarchical classification of data analysis results in order to understand each other when providing the following information. the body and mind harmonious in the aspect of psycho-emotional of the respondents as table 4.7.

**Table 4.7** Mean and standard deviation of data analysis on the psycho-emotional of the respondents

Psycho-emotional	$\bar{X}$	S.D.	Level	Ranking
1. Students have patience in various stressful situations that arise.	3.61	0.82	High	3
2. Students rarely nervous.	3.69	0.87	High	2
3. Students can concentrate on various tasks.	3.60	0.87	High	4
4. Students can handle things calmly.	3.70	0.89	High	1
5. Students feel satisfied with my life (e.g. happy, peaceful, hopeful).	3.56	0.72	High	5
<b>Total</b>	<b>3.63</b>	<b>0.84</b>	<b>High</b>	

From table 4.7, it is found that the overall body and mind harmonious of respondents in the aspect of psycho-emotional is in high level ( $\bar{X}=3.63$ , S.D.=0.84). considering each item separately, it is found that “Students can handle things calmly” is the highest rank which is in high level ( $\bar{X}=3.70$ , S.D.=0.89), followed by “Students rarely nervous” which is in high level ( $\bar{X}=3.69$ , S.D.=0.87), while “Students feel satisfied with my life(e.g. happy, peaceful, hopeful).” is the lowest rank which is in high level ( $\bar{X}=3.56$ , S.D.=0.72).

## **Result of Part 2: the development of aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development.**

After the investigation and theoretical research on the current situation of body and mind harmonious of freshman students, the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development was constructed and considered by three experts. the specific contents of the aesthetic education curriculum are as follows:

### **2.1. Rational and background**

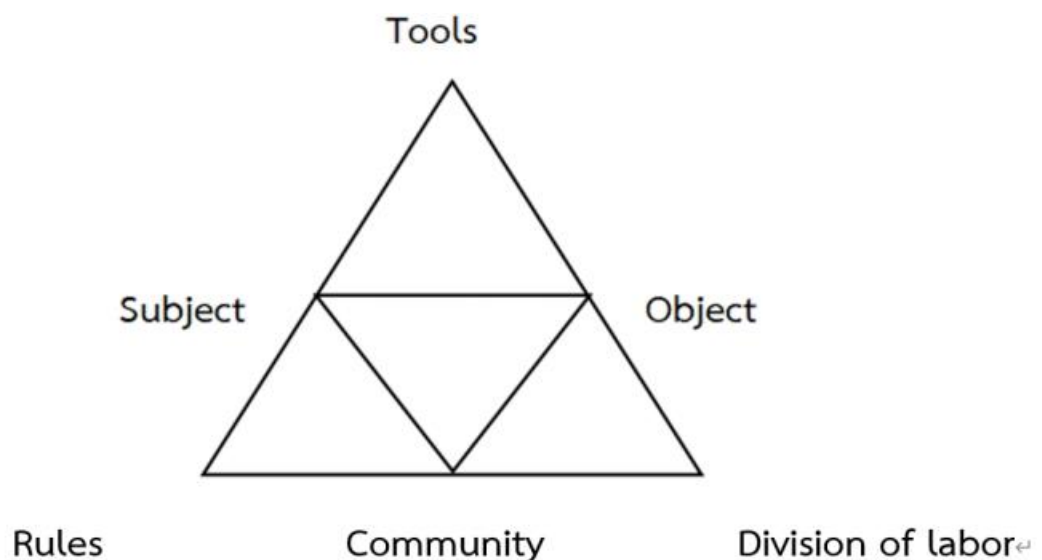
Physical and mental harmony is a prerequisite for the growth and success of college students, a foundation for them to move towards society and gain a foothold in it, and a key to achieving the comprehensive and free development of human beings and building a harmonious socialist society. due to the influence of the current social environment, the shortcomings of moral and mental health education in colleges and universities, and the various pressures faced by college students, the phenomenon of physical and mental imbalance among college students abounds, which directly affects their physical and mental health growth. strengthening aesthetic education can promote the self-cultivation of college students and the construction of a harmonious society.

The goal of aesthetic education in colleges and universities is to cultivate the basic aesthetic qualities of college students, such as the ability to appreciate, express and create aesthetics; secondly, it is to cultivate students correct aesthetic outlook, aesthetic ideals, and aesthetic interests; and the ultimate goal is to promote the comprehensive and harmonious physical and mental development of students. aesthetic curriculum in colleges and universities is a comprehensive program that can organically integrate students' knowledge, promote the development of students' overall thinking, and cultivate their humanistic qualities.

Aesthetic curriculum goal is based on the overall objectives of university education, according to the personality characteristics of college students, targeted to carry out, in order to enhance the humanistic qualities of college students, aesthetic interest and aesthetic ability, improve their psychological structure,

promote the healthy and harmonious development of students, so as to create a generation of personality perfection, so that the students can use the aesthetic vision to look at life and work.

The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development. the basic unit of analysis in activity theory is the activity. the activity system consists of three core components (subject, object, and community) and three secondary components (tools, rules and division of labor). the secondary components sequentially form links between the core components. the relationship between them is shown in the figure.



**Figure 4.1** Activity theory triangular model

(1) Subject, in instructional design, the subject is the student, who is the implementer of instructional design.

(2) Object, in instructional design, the object is the teaching goal, or learning objectives, is the subject through certain activities affected by the change of things.

(3) Community, in instructional design, the community of activity theory refers to other co-learners in addition to the learners themselves.

(4) Tools, the tools in activity theory can be understood as the teaching environment in teaching design, including the design of hardware and software used in the teaching process.

(5) Rules, rules are used to coordinate the subject and object, is a kind of constraints, conventions in the process of teaching activities.

(6) Division of labor, in the teaching and learning process, different members of the teaching and learning process are required to perform different tasks.

In summary, the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development, divided into 5 units:

Unit 1 concept and value of aesthetic education.

Unit 2 scope and process of aesthetics.

Unit 3 classification of aesthetics.

Unit 4 characteristics and current situation of the construction of aesthetic education in higher education institutions.

Unit 5 contemporary values of the goals and methods of aesthetic education in universities.

In order to promote college students' body and mind harmonious development. To wit:

1. Students' value of life
2. Students' aesthetic ability
3. Student's physical health
4. Student's social adaptation
5. Student's psycho-emotional

## **2.2. Curriculum Objectives**

The objective of aesthetic education curriculum is to promote the of the body and mind harmonious development of college students, including: value of life, aesthetic ability, physical health, social adaptation, psycho emotional.

## **2.3. Content structure and timing**

**Table 4.8** Course content structure and timing

Learning unit	Content	Time
	Unit 1: Concept and value of aesthetic education	4h
Lesson 1: the concept of beauty.	1. Origins and development of aesthetics 2. Connotation of beauty 3. The nature and character of beauty 4. The expression and classification of beauty	
Lesson 2: the contemporary value of aesthetic education.	1. The significance of aesthetic education. 2. The emergence and development of the idea of aesthetic education 3. Tasks of socialist aesthetic education 4. Aesthetic education and its role	
	Unit 2 : Scope and process of aesthetics.	4h
Lesson 1: the aesthetic sphere.	1. Beauty and ugliness, absurdity 2. Magnificent and sublime 3. Tragedy and Comedy	
Lesson2: aesthetic imagery	1. The basic connotation of aesthetic imagery 2. The process of creating aesthetic imagery 3. The two main types of aesthetic imagery	
	Unit 3: Classification of aesthetics	10h
Lesson 1: natural aesthetics	1. Development and characteristics 2. Important forms of natural beauty 3. Aesthetic guidance for natural Beauty	
Lesson 2: social aesthetic	1. Development and characteristics 2. Development and characteristics 3. Aesthetic guidance on social beauty	
Lesson 3: art and aesthetics	1. Characteristics and functions of artistic beauty 2. The Aesthetics of practical art 3. Plastic arts aesthetics 4. The Aesthetics of expressive arts	

Table 4.8 (Continued)

Learning unit	Content	Time
Lesson 4: aesthetics of scientists and aesthetics of technology	5. Integrated art aesthetics 6. Language arts aesthetics 7. Aesthetic guidance for artistic beauty 1. Impact of science and technology on aesthetic activities 2. Nature, characteristics, and functions of scientific beauty 3. The nature, characteristics, and functions of technological beauty 4. Aesthetic guidance for scientific and technological beauty	
Unit 4: characteristics and current situation of the construction of aesthetic education in higher education institutions	Lesson 1: characteristics and current situation of the construction of aesthetic education in higher education institutions	3h
Lesson 1: contemporary values of the goals and methods of aesthetic education in universities	1. Meaning, background and Basic characteristics of higher education institutions 2. Student characteristics and talents in universities 3. Analysis of the aesthetic status of college students and the current situation of aesthetic education in colleges and universities 1. The contemporary value of aesthetic education in universities 2. Aims and content of aesthetic education in universities 3. Principles and methods of university aesthetic education	3h
<b>Total</b>		<b>24h</b>

## 2.4. Teaching and learning activities

The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development, teaching and learning activities have been developed to manage learning and achieve teaching and learning objectives. the following:

2.4.1. By allowing students to watch art appreciation teaching videos, it improves their aesthetic abilities and regulates their Psycho-emotions.

2.4.2. By allowing students to visit, go on field trips and tour museums, art galleries, science and technology museums and neighboring colleges, students are able to experience the beauty of the arts, improve their Psycho-emotional and promote physical health.

2.4.3. By enabling students to discuss, comment and share, they are able to promote rational comments and analyses, as well as accepting the opinions of others, in order to improve their understanding and mastery of theoretical knowledge of aesthetics and enhance social adaptation.

2.4.4. By allowing students to interact in the classroom, students will be able to understand their current level of aesthetic ability, learn to regulate Psycho-emotions, recognize the Value of life, and promote body and mind harmonious development.

2.4.5. According to activity theory, learning activities are organized according to the following procedures:

(1) Teachers ask questions and guide students to discover problems through lectures, watching videos, going out to study and so on.

(2) Students exercise divergent thinking through independent thinking, discussion, and interaction. Teachers link theory to practice and guide the explanation.

(3) Teacher summarizes and explains, consolidates knowledge, improves students' aesthetic ability, and promotes body and mind harmonious development.

## 2.5. Media and learning resources

Media and learning resources are tools that facilitate and support teaching and learning activities to achieve the objectives of the course. the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development, included:

- (1) Library
- (2) Museums
- (3) Art galleries
- (4) Information collected on the internet
- (5) Textbooks
- (6) Teaching videos

## 2.6. Measurement and evaluation

**Table 4.9** Measurement and evaluation

What to measure	Tools	Method	Assessment criteria
The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development, measurements include the following:	Questionnaire of physical and mental harmony development scale for college students	Questionnaire survey	Using likert 5-point scoring, ranging from 1very disagree to 5 very agree
1. Students' value of life			
2. Students' aesthetic ability			
3. Student's physical health			
4. Student's social adaptation			
5. Student's psycho-emotional			



## 2.7 Lesson management plan

See appendix for details.

Through the evaluation of three experts, IOC should be equal to  $\geq 0.67$ . It shows that the consistency of curriculum development is very appropriate. through the evaluation of three experts, IOC equal to 1. For the specific curriculum development process, see appendix C research instrument 2.

The evaluation value of applicability is "Very appropriate". ( $\bar{x}=4.33$ ). It shows that the consistency and applicability of curriculum development is very appropriate. For the specific curriculum development process, see appendix C research instrument 2.

## Result of Part 3: comparing changes in college students' body and mind harmonious before and after the implementation of the aesthetic education curriculum

The comparison of students' body and mind harmonious before and after the implementation of the curriculum

In the second semester of 2023, 30 freshman students majoring in art and design at Guangxi University of Science and Technology participated in the teaching experiment of the aesthetic education curriculum.

3.1 Changes in the body and mind harmonious situation of university students before and after the implementation of the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development.

Results of changes in the body and mind harmonious situation of university students before and after the implementation of the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development. by comparing changes in college students' body and mind harmonious before and after the implementation of the aesthetic education curriculum, the result is shown as table 4.8

**Table 4.10** Data analysis of sample before and after the implementation of the aesthetic education curriculum based on activity theory (n=30)

Students' body and mind harmonious	Pretest		Posttest		df	t	Sig.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.			
1. Value of life (total 150)	108.63	13.48	126.47	9.24	29	5.65**	0.00
2. Aesthetic ability (total 25)	17.20	2.41	19.97	3.59	29	3.24**	0.00
3. Physical health (total 40)	30.47	6.36	33.67	4.77	29	2.99**	0.01
4. Social adaptation (total 40)	31.73	6.34	35.63	3.55	29	3.03**	0.01
5. Psycho-emotional(total 40)	29.87	5.14	36.00	4.57	29	4.98**	0.00
<b>Total</b>	<b>217.90</b>	<b>26.60</b>	<b>251.73</b>	<b>15.08</b>	<b>29</b>	<b>6.43**</b>	<b>0.00</b>

\*\* represents statistical significance at .01 level

From Table 4.8, the difference between the students' total body and mind harmonious before and after the experiment was significant by paired samples t-test (t=6.43). The same significant difference was found in considering in each aspects; value of life, aesthetic ability, physical health, social adaptation, social adaptation (t=5.65, t=3.24, t=2.99, t=3.03, t=4.98). It can be seen, that with the end of the program intervention, the students participating in the aesthetic education curriculum based on activity theory experiment had a significant upward trend in value of life, aesthetic ability, physical health, social adaptation, social adaptation which proves that the aesthetic education curriculum based on activity theory can effectively improve students' body and mind harmonious.

## Chapter 5

### Conclusion, Discussion and Recommendations

The objectives of this research are : 1) to investigate the current situation and effectiveness of college students' body and mind harmonious development; 2) to develop aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development; 3) to assess the aesthetic education curriculum based on activity theory through comparing to the college students' body and mind harmonious before and after the implementation of curriculum.

The research subjects of this study were 170 freshman students of Guangxi University of Science and Technology and 30 freshman students of art college of Guangxi University of Science and Technology. the research instrument was composed of the MI-LOV (Multi-Item of Values) values scale developed by Herch, the aesthetic ability scale by Dan et al. (2021), and the physical health, social adaptation, and psycho-emotional scales developed by Zi-Long Li (2020). in this study, a quantitative research methodology was used, starting with a frequency analysis to understand the general statistical characteristics of the study population, obtaining the statistics frequency and percentage (%). secondly, the data collected were analyzed using descriptive statistical methods for data base information to capture the mean ( $\bar{x}$ ) and standard deviation (S.D.) of the variables. next, the validity of the measurement instrument was ensured by exploratory factor analysis, the reliability of the instrument was ensured by cronbach's alpha calculated by reliability analysis, and finally, the t-test (t) method was used to analyze the differences in mean ( $\bar{x}$ ) and standard deviation (S.D.) of the variables before and after the course was conducted. pre and post course effects were determined by significant level p-value (Sig.<0.01\*\*).

## Conclusion

Based on the summary of research objectives, research hypotheses, experimental study and data analysis, the following conclusions were drawn from this study:

### **Analytical results of the current status of the level of body and mind harmonious development of freshman students in art and design at Guangxi University of Science and Technology**

It is found that the overall body and mind harmonious of respondents is in high level. considering each item separately, it is found that, “Physical health” is the highest rank which is in the high level , followed by “Value of life” which is in the high level, “Aesthetic ability” which is in the high level , “Social adaptation”, which is in the high level , and finally “Psycho emotional” is the lowest rank which is in high level.

The results showed that “Physical health” was the highest in body and mind harmonious among the university students, while the lowest level was “Psycho emotional”. this shows the unbalanced development of body and mind harmonious situation of some university students, which needs to be improved.

### **Analytical results of development of the aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development**

The goal of the aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development is to improve the body and mind harmonious development of freshmen students. this study firstly organized the concepts and theories related to physical and mind harmonious (value of life, physical health, aesthetic ability, social adaptation, psycho-emotional) and aesthetic education courses for university students. then combining the relevant contents of body and mind harmonious with the relevant contents of the aesthetic education curriculum for college students. the aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development. Objectives, teaching and learning processes, learning resources, assessment and feedback are identified and successfully passed

the index of objective coherence (IOC) tested by three experts in the relevant field. the curriculum consists of five units, totaling 24 hours. contents include: 1) concept and value of aesthetic, 2) scope and process of aesthetics, 3) classification of aesthetics, 4) characteristics and current situation of the construction of the aesthetic education in higher education institutions, 5) contemporary values of the goals and methods of the aesthetic education in universities.

**Analytical results of comparing changes in college students' body and mind harmonious levels before and after the implementation of aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development**

The difference between of students' body and mind harmonious before and after the experiment was significant by paired samples t-test. the same significant difference was found in considering in each aspects ; value of life, aesthetic ability, physical health, social adaptation, and social adaptation. it can be seen that the students who participated in the teaching experiment in the aesthetic education curriculum based on activity theory had a significant upward trend in value of life, aesthetic ability, physical health, social adaptation, social adaptation which proves that the aesthetic education curriculum based on activity theory can effectively improve students' body and mind harmonious.

**Discussion**

The analysis of research discussion is divided into 3 parts, this section is discussed in turn:

**Discussion of data from a survey of the current status of college students' body and mind harmonious**

The findings of this study suggest that freshmen students in art and design at Guangxi University of Science and Technology have some deficiencies in body and harmonious mind, especially in psycho-emotional and social adaptation. these findings may be related to factors such as the academic pressures students face, the challenges of adapting to new environments, and the life and identity changes from adolescence to adulthood. age is an important factor that affects the mental

health and value of life of college students. young people are at a critical stage of physical and psychological development, experiencing a process of balancing and regulating between emotion and reason. although college students' emotions are increasingly constrained by reason, emotional impulsivity still exists, and the relationship between emotion and reason is not yet fully mature and stable. the emotions of college students are rich and colorful, and they are constantly influenced by socialization. they may face problems such as emotional suppression of reason and emotional fluctuations. therefore, in enhancing the level of psycho-emotional and mind harmonious of college students, it is necessary to pay attention to the cultivation of psycho-emotional and social adaptation ability, as well as the need to improve the aesthetic ability, the value of life and physical health, and to achieve all-round development.

This is similar to the mental health survey of 126,000 college students conducted by the state education commission in 1989, the psychological health survey of freshmen at tsinghua university since 1992, the survey of 40,000 college students in eight colleges and universities in southwest china conducted by the "Psychological counselling and treatment of college students" group of sichuan province in 1992, the survey of more than 20,000 college students in inner mongolia autonomous region in 1995, and the results of the latest national SCL-90 survey of a random sample of 528 college students showing that 22.4 percentage had at least one psychological disorder. In 1995, the inner mongolia autonomous region surveyed more than 20,000 college students; the latest national random sample of 528 college students took the scl-90 test, which is consistent with the data. (Huang, X. (2004: 1(1), 5-6).

**Discussion on the development of “The Aesthetic Education curriculum based on activity theory to promote college students’ body and mind harmonious development.”**

The goal of the Aesthetic Education curriculum based on activity theory to promote college students’ body and mind harmonious development is to improve the body and mind harmonious development of freshman students.

This curriculum is developed under the concept of activity theory, a theory based on social learning theory that explains social phenomena through the structural division of activity systems and uses a multidisciplinary framework. The elements of activity theory include 1) subjects 2) objective 3) community 4) mediating artifacts 5) rules 6) division of labor 7) outcomes (Engeström Y, 2016) along with using the essence of aesthetic education as a framework for development. Firstly organized the concepts and theories related to body and mind harmonious (value of life, physical health, aesthetic ability, social adaptation, psycho-emotional) and aesthetic education courses for university students and then combining the relevant contents of body and mind harmonious with the relevant contents of the aesthetic education curriculum for college students. The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development. Objectives, teaching and learning processes, learning resources, assessment and feedback are identified and successfully passed the index of objective coherence (IOC) test by three experts in the relevant field. The course consists of five modules totaling 24 hours. Contents include: 1) concept and value of aesthetics, 2) scope and process of aesthetics, 3) classification of aesthetics, 4) characteristics and current situation of the construction of aesthetic education in higher education in universities. 5) contemporary values of the goals and methods of aesthetic education in universities. The determination of the content of the curriculum in all 5 topics is comprehensive in developing students' body and mind harmonious.

The goal of aesthetic education in colleges and universities is to carry out targeted education for the overall goal of higher education and the personality characteristics of college students, to improve the humanistic qualities, aesthetic interests, aesthetic ability and psychological structure of students, to promote the healthy and harmonious development of students, and to cultivate and nurture all-rounded development of human beings. (Xue, T.-C. 2001:321).

“The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development.” was developed in response to the fact that previous traditional aesthetic education topics neglected

students' body and mind harmonious development. therefore, this study of physical and mind harmonious content such as the value of life, aesthetic ability, physical health, social adaptation ability, psycho-emotional and previous aesthetic education curriculum content integration, is an attempt to supplement and sublimation of previous aesthetic education content. starting from aesthetic knowledge, the curriculum enables students to correctly understand the connection between body and mind harmonious and individual, master the debugging method of body and mind harmonious, adapt to university life, interpersonal communication, and responsibility, to form the correct value of life, and thus to have positive and healthy mental and physical state, and to reduce the occurrence of symptoms of mental diseases. this in turn promotes the improvement of the level of body and mind harmonious in the university.

#### **Discussion on the effectiveness of the implementation of the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development**

In the implementation of the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development teaching experiment, 30 freshmen students participated in the teaching experiment and took the pre-test and post-test before and after the course, and the results showed that there was a significant difference between the level of the pre-test and the post-test, and the scores showed an upward trend. this demonstrates the positive impact of the curriculum in promoting body and mind harmonious development of freshman students. the results of this study show that the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development helps to improve the value of life, aesthetic ability, physical health, social adaptation and psycho-emotional state of university students. through a variety of activities and practices in the curriculum, students have the opportunity to explore, experience and understand the nature of beauty, thereby developing a higher level of aesthetic interest and aesthetic ability. at the same time, the interaction and co-operation in participating in the curriculum also help to enhance students' social adaptation and



interpersonal skills. In addition, through the guidance and reflection of the curriculum, students may have deeper thoughts and understanding of their own value of life, thus enhancing their psycho-emotional well-being. This is in line with the objectives of Ran Xianghua (2008), Lu Zheng (2011) and Li Yi (2012) studies.

Overall, the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development provides a positive educational platform for the body and mind harmonious development of college students, which helps them to grow up comprehensively, improve their personal qualities, and lay a solid foundation for their future study and life.

## **Recommendations**

### **Applicability of results**

1. Enhancing the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development at universities.

The results of this study show that the curriculum can effectively promote the body and mind harmonious development of freshman students. It is recommended that schools consider the actual situation and strengthen the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development. Strengthening aesthetic education in universities is essential to enhance the body and mind harmonious development of students. The following is a detailed expansion of the proposal:

1). Comprehensive aesthetic education curriculum: schools can take into account the characteristics of the disciplines and the needs of students to design multi-level and diversified the aesthetic education curriculum. In addition to traditional art courses such as painting, music, dance, etc., interdisciplinary aesthetic education curriculum covering humanities, social sciences, natural sciences, etc. can be offered to cultivate students' aesthetic ability and creativity from different perspectives.

2). Practical teaching activities: teachers should pay attention to practical teaching activities, such as field trips, art creation, cultural experiences,

etc. by participating in practical activities, students can personally experience the charm of art, deepen their understanding and feelings about art, and thus enhance their aesthetic interest and artistic cultivation.

3). Teacher construction: schools should pay attention to the construction of aesthetic education teachers and cultivate excellent teachers with artistic literacy and professional knowledge of education. by organizing pre-course training for psychology teachers, it can help them to have a comprehensive understanding of the objectives, contents and teaching methods of the aesthetic education curriculum, and improve their aesthetic education teaching level and ability.

4). Interdisciplinary co-operation: the construction of the aesthetic education curriculum should focus on interdisciplinary co-operation and attract the participation of teachers and experts from different disciplinary backgrounds. through interdisciplinary co-operation, the curriculum content can be expanded, teaching resources enriched, more diversified learning experiences provided, and students' all-round development promoted.

5). Evaluation and feedback mechanism: establish an effective evaluation and feedback mechanism to regularly evaluate and survey the aesthetic education courses, collect students' opinions and suggestions, and timely adjust and optimize the course content and teaching methods, so as to ensure that the aesthetic education curriculum can really achieve the expected educational effects.

Through the comprehensive implementation of the above measures, the construction of aesthetic education can be better strengthened, the level of students' body and mind harmonious development can be enhanced, and a more solid foundation can be laid for their all-round growth and future development.

### **Future Research**

From the results of the above study, when considering the concept that students' body and mind harmonious development is an important characteristic for students, future research should be conducted as follows:

1. Monitoring and evaluating the students who are taught with this curriculum to see how much body and mind harmonious development is still maintained.

2. Qualitative study to follow up and evaluate the students who are taught with this curriculum to see how much they have applied the body and mind harmonious development process into practice and with what results.

3. Experimenting with this curriculum to expand the results to groups of learners in other years by improving the content to be consistent with learners in those years in order to further develop the body and mind harmony of the learners on a large scale.

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## Appendices

## Appendix A

List of Specialists and Letters of Specialists Invitation  
for IOC Verification

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Name of Experts	Position/Office
Praneet Muangnua	Associate Professor Dr.
Jittawisut Wimutthipanya	Associate Professor Dr.
Tanaput Chancharoen	Assistant Professor Dr.

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Appendix B  
Official Letter

Ref. No. MHESI 0643. 14/349



Graduate School  
Bansomdejchaopraya Rajabhat University  
1061 Itsarapap 15 Itsarapap Rd.  
Thonburi Bangkok 10600

๒ March 2024

**Subject** Request for permission to implement experiment

**Dear** President of Guangxi University of Science and Technology

Regarding the thesis entitled "*The development of Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development*" of Mr. Song XiaoXi, a Ph.D. student majoring in Curriculum and Instruction Program at Bansomdej ChaoprayaRajabhat University code number 6373103123 Thailand under the supervision of

**Major Advisor** : Prof. Dr. Wirot Watananimitgul  
**Co-advisor** : Assoc. Prof. Dr. Wichian Intarasompun  
**Co-advisor** : Assoc. Prof. Dr. Areewan Iamsa-ard

The researcher needs to implement an experiment in compliance with approved methodology and collect data in terms of Questionnaire survey and experimental results of 30 Freshman Students majoring in Art and Design at Guangxi University of Science and Technology in the first semester of the academic year 2024. Hence, I'm formally requesting permission to implement the experiment and access the aforementioned data.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean Acting for Dean of Graduate School

Graduate School  
Tel. +66 0204737000 Ext. 1814



Ref. No. MHESI 0643. 14/3/24



Graduate School  
Bansomdejchaopraya Rajabhat University  
1061 Itsarapap 15 Itsarapap Rd.  
Thonburi Bangkok 10600

{ March 2024

**Subject** Request for research tool validation

**Dear** Assoc. Prof. Dr. Praneet Muangnual

**Attachment** Validation sheets

Regarding the thesis entitled "*The development of Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development*" of Mr. Song XiaoXi, a Ph.D. student majoring in Curriculum and Instruction Program at Bansomdej ChaoprayaRajabhat University code number 6373103123, Thailand under the supervision of Prof. Dr. Wirot Watananimitgul as major advisor and Assoc. Prof. Dr. Wichian Intarasompun as co-advisors and Assoc. Prof. Dr. Areewan Iamsa-ard as co-advisors. The written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean Acting for Dean of Graduate School

Graduate School  
Tel. +66 0204737000 Ext. 1814

Ref. No. MHESI 0643. 14/348



Graduate School  
Bansomdejchaopraya Rajabhat University  
1061 Itsarapap 15 Itsarapap Rd.  
Thonburi Bangkok 10600

1 March 2024

**Subject** Request for research tool validation

**Dear** Assoc. Prof. Dr. Jittawisut Wimutthipanya

**Attachment** Validation sheets

Regarding the thesis entitled "*The development of Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development*" of Mr. Song XiaoXi, a Ph.D. student majoring in Curriculum and Instruction Program at Bansomdej ChaoprayaRajabhat University code number 6373103123, Thailand under the supervision of Prof. Dr. Wirot Watananimitgul as major advisor and Assoc. Prof. Dr. Wichian Intarasompun as co-advisors and Assoc. Prof. Dr. Areewan Iamsa-ard as co-advisors. the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

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Sincerely,

(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean Acting for Dean of Graduate School

Graduate School  
Tel. +66 0204737000 Ext. 1814



Ref. No. MHESI 0643. 14/ 344

Graduate School  
Bansomdejchaopraya Rajabhat University  
1061 Itsarapap 15 Itsarapap Rd.  
Thonburi Bangkok 10600

1 March 2024

**Subject** Request for research tool validation

**Dear** Asst. Prof. Dr. Tanaput Chancharoen

**Attachment** Validation sheets

Regarding the thesis entitled "*The development of Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development*" of Mr. Song XiaoXi, a Ph.D. student majoring in Curriculum and Instruction Program at Bansomdej Chaopraya Rajabhat University code number 6373103123, Thailand under the supervision of Prof. Dr. Wirot Watananimitgul as major advisor and Assoc. Prof. Dr. Wichian Intarasompun as co-advisors and Assoc. Prof. Dr. Areewan Iamsa-ard as co-advisors. The written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

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Sincerely,

(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean Acting for Dean of Graduate School

Graduate School  
Tel. +66 0204737000 Ext. 1814

Ref. No. MHESI 0643. 14/ 394



Graduate School  
BansomdejchaoprayaRajabhat University  
1061 Itsarapap 15 Itsarapap Rd.  
Thonburi Bangkok 10600

๑ March 2024

**Subject** Request for evaluation of instructional model

**Dear** Assoc. Prof. Dr. Praneet Muangnual

**Attachment** 1. The development curriculum  
2. The appropriateness evaluation form

Regarding the thesis entitled "*The development of Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development*" of Mr. Song XiaoXi, a Ph.D. student majoring in Curriculum and Instruction Program at Bansomdej ChaoprayaRajabhat University code number 6373103123, Thailand under the supervision of Prof. Dr. Wirot Watananimitgul as major advisor and Assoc. Prof. Dr. Wichian Intarasompun as co-advisors and Assoc. Prof. Dr. Areewan Iamsa-ard as co-advisors. the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean Acting for Dean of Graduate School

Graduate School  
Tel. +66 0204737000 Ext. 1814

Ref. No. MHESI 0643. 14/๓๔๗



Graduate School  
BansomdejchaoprayaRajabhat University  
1061 Itsarapap 15 Itsarapap Rd.  
Thonburi Bangkok 10600

๑ March 2024

**Subject** Request for evaluation of instructional model

**Dear** Assoc. Prof. Dr. Jittawisut Wimutthipanya

**Attachment** 1. The development curriculum  
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Regarding the thesis entitled "*The development of Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development*" of Mr. Song XiaoXi, a Ph.D. student majoring in Curriculum and Instruction Program at Bansomdej ChaoprayaRajabhat University code number 6373103123, Thailand under the supervision of Prof. Dr. Wirot Watananimitgul as major advisor and Assoc. Prof. Dr. Wichian Intarasompun as co-advisors and Assoc. Prof. Dr. Areewan Iamsa-ard as co-advisors. the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

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Sincerely,

(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean Acting for Dean of Graduate School

Graduate School  
Tel. +66 0204737000 Ext. 1814

Ref. No. MHESI 0643. 14/ 348



Graduate School  
BansomdejchaoprayaRajabhat University  
1061 Itsarapap 15 Itsarapap Rd.  
Thonburi Bangkok 10600

1 March 2024

**Subject** Request for evaluation of instructional model

**Dear** Asst. Prof. Dr. Tanaput Chancharoen

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I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Akaranun Asavarutpokin)  
Vice Dean Acting for Dean of Graduate School

Graduate School  
Tel. +66 0204737000 Ext. 1814

Appendix C  
Research Instrument

## Questionnaire survey on the current status of body and mind harmonious development of university students.

**Research Title:** The development of Aesthetic Education curriculum based on activity theory to promote college students ' body and mind harmonious development.

**Research Objectives:**To investigate the current situation and effectiveness of college students ' body and mind harmonious development.

Dear Student,

I am a current Ph.D student at Bansomdejchaopraya Rajabhat University and I would like to thank you for taking the time to answer this questionnaire! The main purpose of this questionnaire is to investigate the current situation and effectiveness of college students' body and mind harmonious development. This questionnaire is anonymous, and your answers will only be used for academic research purposes. Thank you for your active support.

Graduate School  
BansomdejChaopraya Rajabhat University



Part 1 : Common data of the respondent						
1. Gender						
	Male			Female		
2. Age	Below 18	18	19	20	21	22 and above
3. Household type	City			Rural		
4. Family situation	Both parents		Single parent		Orphan	
5. Number of family members	3		4		5 and above	

**Part 2: Survey on the Current Situation of Body and Mind Harmony among Freshman Students**

Question NO.	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
6. I think the value of life may take into account goals in life, wealth, a stable career, income, etc.					
7. I believe I should set my own agenda to achieve my goals,					

Question NO.	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
desires, happiness, and acceptance from others.					
8. I value social relationships, including being a good member of society, sacrificing time, participating in various social activities, etc.					
9. I like to find happiness in life such as travel, music, literature, movies, etc.					
10. I like to lay down guidelines for various matters in life.					
11. I consider other people's perceptions of me in various aspects.					
12. When seeing a work of art, I can see the value of that artwork.					

Question NO.	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
13. I use my judgment and experience in art to judge the beauty of that art.					
14. When I see a work of art, I like to analyze and evaluate it both in terms of beauty and value.					
15. I like to explore the different techniques used in artistic works.					
16. I can compare and classify the beauty and value of various arts.					
17. I like to exercise regularly.					
18. I don't get sick easily.					
19. I often have physical illnesses that prevent me from doing what I want.					

Question NO.	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
20. I feel like I have enough energy to get through the day.					
21. I choose to eat food that is healthy for my body.					
22. I can adjust myself in changing social conditions.					
23. I get along well with others.					
24. I like to help others in whatever way I can.					
25. I can adapt to the environment I live in.					
26. I like getting attention.					
27. I have patience in various stressful situations that arise.					
28. I'm rarely nervous.					
29. I can concentrate on various tasks.					
30. I can handle things calmly.					

Question NO.	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
31. I feel satisfied with my life (e.g. happy, peaceful, hopeful).					

## Assessment form for Validity of Curriculum teaching programmes

**Research Title:** The development of Aesthetic Education curriculum based on activity theory to promote college students ' body and mind harmonious development.

**Research Objectives:**

- 1.To investigate the current situation and effectiveness of college students 'body and mind harmonious development.
- 2.To develop aesthetic education curriculum based on activity theory to promote college students ' body and mind harmonious development.
3. To assess the aesthetic education curriculum based on activity theory through comparing to the college students ' body and mind harmonious before and after the implementation of curriculum.

**Position:**

**Workplace:** Bansomdejchaopraya Rajabhat University

**Directions:** Please complete the box at to assess the effectiveness of the University's Aesthetic Curriculum components based on the following criteria.

+1 if you are sure that these manuals measure the appropriateness of the teaching and learning of the curriculum.

0 if you are unsure whether these manuals measure the appropriateness of the teaching and learning of the curriculum.

-1 if you are not sure that these manuals measure the appropriateness of the teaching of the curriculum.

No.	Items	Assessment Results			Remarks
		+ 1	0	- 1	
	Rational and Background				
1	Pointing out the importance of explaining an aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development.				
2	Point out the content concept and learning activity of the curriculum				
	Curriculum Objectives				
3	Complying with content of the course				
4	Master knowledge and ability				
	Content structure and timing				
5	Unit 1 Concept and value of aesthetic education				
6	Unit 2 Scope and process of aesthetics				
7	Unit 3 Classification of aesthetics				
8	Unit 4 Characteristics and current situation of the construction of Aesthetic education in higher education institutions				
9	Unit 5 Contemporary values of the goals and methods of aesthetic				

No.	Items	Assessment Results			Remarks
		+1	0	- 1	
	education in universities				
	Learning Management Guidelines				
10	Learning Management Guidelines				
	Media and learning resources				
11	Media and learning resources				
	Measurement and evaluation				
12	Student life values				
13	Student mental health				
	Learning management plan				
14	Study program				
15	The components Learning Management plan				

.....

.....

.....

Sign.....Assessor  
 (.....)

Date...../...../.....



## The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development.

### Rational and Background

Physical and mental harmony is a prerequisite for the growth and success of college students, a foundation for them to move towards society and gain a foothold in it, and a key to achieving the comprehensive and free development of human beings and building a harmonious socialist society. Due to the influence of the current social environment, the shortcomings of moral and mental health education in colleges and universities, and the various pressures faced by college students, the phenomenon of physical and mental imbalance among college students abounds, which directly affects their physical and mental health growth. Strengthening aesthetic education can promote the self-cultivation of college students and the construction of a harmonious society.

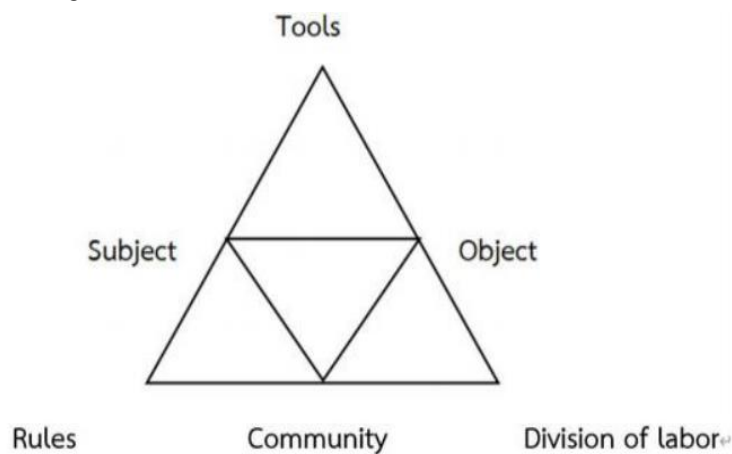
The goal of aesthetic education in colleges and universities is to cultivate the basic aesthetic qualities of college students, such as the ability to appreciate, express and create aesthetics; secondly, it is to cultivate students correct aesthetic outlook, aesthetic ideals, and aesthetic interests; and the ultimate goal is to promote the comprehensive and harmonious physical and mental development of students. Aesthetic Curriculum in colleges and universities is a comprehensive program that can organically integrate students' knowledge, promote the development of students' overall thinking, and cultivate their humanistic qualities.

Aesthetic Curriculum goal is based on the overall objectives of university education, according to the personality characteristics of college students, targeted to carry out, in order to enhance the humanistic qualities of college students, aesthetic interest and aesthetic ability, improve their psychological structure, promote the healthy and harmonious development of

students, so as to create a generation of personality perfection, so that the students can use the aesthetic vision to look at life and work.

The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development. The basic unit of analysis in activity theory is the activity. The activity system consists of three core components (subject, object, and community) and three secondary components (tools, rules and division of labor). The secondary components sequentially form links between the core components. The relationship between them is shown in the figure.

Activity system diagram



- (1) Subject, in instructional design, the subject is the student, who is the implementer of instructional design.
- (2) Object, in instructional design, the object is the teaching goal, or learning objectives, is the subject through certain activities affected by the change of things.
- (3) Community, in instructional design, the community of activity theory refers to other co-learners in addition to the learners themselves.
- (4) Tools, the tools in activity theory can be understood as the teaching environment in teaching design, including the design of hardware and software used in the teaching process.

(5) Rules, rules are used to coordinate the subject and object, is a kind of constraints, conventions in the process of teaching activities.

(6) Division of labor, in the teaching and learning process, different members of the teaching and learning process are required to perform different tasks. In summary, The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development, Divided into 5 units:

Unit 1 Concept and value of aesthetic education.

Unit 2 Scope and process of aesthetics.

Unit 3 Classification of aesthetics.

Unit 4 Characteristics and current situation of the construction of Aesthetic education in higher education institutions.

Unit 5 Contemporary values of the goals and methods of aesthetic education in universities. In order to promote college students' body and mind harmonious development. To wit:

1. Students' value of life
2. Students' aesthetic ability
3. Student's Physical health
4. Student's Social Adaptation
5. Student's Psycho-emotional

### **Curriculum Objectives**

The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development, The aim is to promote the harmonious development of the body and mind of university students, including:

Value of life, aesthetic ability, physical health, social adaptation, psycho emotional.

### Content structure and timing

Learning Unit	Content	Time
Unit 1: Concept and value of aesthetic education		4h
Lesson1:The concept of beauty.	1.Origins and Development of Aesthetics	
	2. Connotation of beauty	
	3. The Nature and Character of Beauty	
	4.The expression and classification of beauty	
Lesson2:The Contemporary Value of Aesthetic Education.	1.The significance of aesthetic education.	
	2.The emergence and development of the idea of aesthetic education	
	3. Tasks of socialist aesthetic education	
	4. Aesthetic education and its role	
Unit 2 : Scope and process of aesthetics.		4h
Lesson 1: The aesthetic sphere.	1.Beauty and ugliness, absurdity	
	2. Magnificent and sublime	
	3. Tragedy and Comedy	
Lesson 2: aesthetic imagery	1. The basic connotation of aesthetic imagery	
	2. The process of creating aesthetic imagery	
	3. The two main types of aesthetic imagery	
Unit 3: Classification of aesthetics		10h
Lesson 1: Natural aesthetics	1.Development and characteristics	
	2. Important forms of natural beauty	

Learning Unit	Content	Time
	3. Aesthetic Guidance for Natural Beauty	
Lesson 2: Social aesthetic	1. Development and characteristics	
	2. Development and characteristics	
	3. Aesthetic guidance on social beauty	
Lesson 3: art and aesthetics	1. Characteristics and functions of artistic beauty	
	2. The Aesthetics of Practical art	
	3. Plastic arts aesthetics	
	4. The Aesthetics of Expressive arts	
	5. Integrated art aesthetics	
	6. Language arts aesthetics	
	7. Aesthetic guidance for artistic beauty	
Lesson 4: Aesthetics of scientists and aesthetics of technology	1. Impact of science and technology on aesthetic activities	
	2. Nature, characteristics, and functions of scientific beauty	
	3. The nature, characteristics, and functions of technological beauty	
	4. Aesthetic guidance for scientific and technological beauty	
Unit 4: Characteristics and current situation of the construction of Aesthetic education in higher education institutions		3h
Lesson 1: Characteristics and current situation of the construction of Aesthetic education in higher education institutions	1. Meaning, background and Basic characteristics of higher education institutions	
	2. Student characteristics and talents in universities	
	3. Analysis of the aesthetic status of college students and the	

Learning Unit	Content	Time
	current situation of aesthetic education in colleges and universities	
Unit 5: Contemporary values of the goals and methods of aesthetic education in universities		3h
Lesson 1: Contemporary values of the goals and methods of aesthetic education in universities	1. The contemporary value of aesthetic education in universities	
	2. Aims and content of aesthetic education in universities	
	3. Principles and methods of university aesthetic education	
Total		24h

### Teaching and learning activities

The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development, Teaching and learning activities have been developed to manage learning and achieve teaching and learning objectives. The following:

1. By allowing students to watch art appreciation teaching videos, it improves their aesthetic abilities and regulates their Psycho-emotions.
2. By allowing students to visit, go on field trips and tour museums, art galleries, science and technology museums and neighboring colleges, students are able to experience the beauty of the arts, improve their Psycho-emotional and promote physical health.
3. By enabling students to discuss, comment and share, they are able to promote rational comments and analyses, as well as accepting the opinions of others, in order to improve their understanding and mastery of theoretical knowledge of aesthetics and enhance social adaptation.
4. By allowing students to interact in the classroom, students will be able to understand their current level of aesthetic ability, learn to regulate Psycho-emotions,

recognize the Value of life, and promote body and mind harmonious development.

5. According to Activity theory, learning activities are organized according to the following procedures:

(1) Teachers ask questions and guide students to discover problems through lectures, watching videos, going out to study and so on.

(2) Students exercise divergent thinking through independent thinking, discussion, and interaction. Teachers link theory to practice and guide the explanation.

(3) Teacher summarizes and explains, consolidates knowledge, improves students' aesthetic ability, and promotes body and mind harmonious development.

### **Media and learning resources**

Media and learning resources are tools that facilitate and support teaching and learning activities to achieve the objectives of the course. The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development, Included:

- (1) Library
- (2) Museums
- (3) Art galleries
- (4) Information collected on the internet
- (5) Textbooks
- (6) Teaching videos

### **Measurement and evaluation**

<b>what to measure</b>	<b>tools</b>	<b>Method</b>	<b>Assessment Criteria</b>
The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development, Measurements include the following:	Questionnaire of Physical and mental harmony development scale for	Questionnaire survey	Using Likert 5-point scoring, ranging from 1 strongly disagree with the statement/

what to measure	tools	Method	Assessment Criteria
1. Students' value of life 2. Students' aesthetic ability 3. Student's Physical health 4. Student's Social adaptation 5. Student's Psycho-emotional	college students		question to 5 strongly agree with the statement/question

## Learning management plan

### Study program

The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development, Completed by the following 5 learning projects:

Learning Management Plan 1 Concept and value of aesthetic

Learning Management Plan 2 Scope and process of aesthetics

Learning Management Plan 3 Classification of aesthetics

Learning Management Plan4 Characteristics and current situation of the construction of Aesthetic education in higher education institutions

Learning Management Plan 5 Contemporary values of the goals and methods of aesthetic education in universities The components of each Learning Management plan include:

- 1) Teaching Object
- 2) Study time
- 3) Teaching methods
- 4) Learning objectives
- 5) Learning content and Teaching process
- 6) Teaching Materials/resources



## Assessment form for Validity of lesson plan

**Research Title:**

The development of Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development.

**Research Objectives:**

1. To investigate the current situation and effectiveness of college students' body and mind harmonious development.

2. To develop aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development.

3. To assess the aesthetic education curriculum based on activity theory through comparing to the college students' body and mind harmonious before and after the implementation of curriculum.

**Assessor:**

**Position:**

Workplace: Bansomdejchaopraya Rajabhat University

**Instructions:** Please fill in the blanks with ticks to assess the applicability of the contents of " The development of Aesthetic Education curriculum based on activity theory to promote college students ' body and mind harmonious development. " according to the following criteria.

Remarks: applicability evaluation: 5 = the most appropriate; 4 = very appropriate; 3 = moderately appropriate. 2 = inappropriate; 1 = most inappropriate.

## Lesson Plan1

No.	Items	level of appropriate				
		5	4	3	2	1
<b>Part1</b>	Learning Objectives					
	Complying with content of the course					
	Master knowledge and ability					
<b>Part2</b>	Learning Content					
	Complying with learning objective					
	Being appropriate in terms of time management					
<b>Part3</b>	Learning Process					
	Teaching and learning activities					
	Supporting students' learning					
	Including various activities					
<b>Part4</b>	Teaching Materials/resources					
	Complying with the learning objectives					
	Complying with the contents					

This course is divided into 5 units Total 24 lessons. All lesson plans have the same design as Unit 1, Lesson 1 for valid assessment forms.

**The development of Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development.**

### Lesson Plan1

#### Unit 1 Concept and value of aesthetic education

**Teaching Object:** 2023 Art and Design Freshman Student

**Study time:** 4 hours

#### Teaching methods

Self-directed learning method, discussion method, lecture method, demonstration method, practical method.

#### Learning Objectives

Students will learn what Aesthetic education is, what it means, what it is characterized by, and what are the tasks, roles, and values of Aesthetic education.

1. Students will establish the correct Value of life through the Aesthetic education program.
2. Students improve their Aesthetic ability through the Aesthetic education program.
3. Students maintain physical health through study trips and exercises.
4. Students enhance their social adaptation through classroom interaction.
5. Students learn to self-regulate Psycho-emotional through classroom questioning, discussion and interaction and enhancement of aesthetic feeling.

Learning content and Teaching process

**Lesson 1: The concept of beauty**

## Content 1: Origins and Development of Aesthetics

1. Watch the instructional video "Part of" The Metropolitan Museum of Art, with teacher explanation and questions.
2. Discuss in small groups, exchange feelings after watching and appreciate the charm of art.
3. Teacher summarizes and teaches about the origin and development of beauty and other related knowledge.

## Content 2: Connotation of Beauty

1. Lead students to share examples of beauty through stories.
2. Discuss in small groups the relationship between the discovery of beauty and life and psychology.
3. The teacher will summarize and explain the meaning and theory of beauty education.

## Content 3: The Nature and Character of Beauty

1. Teaching the nature of beauty and its characteristics.
2. Guangxi University of Science and Technology (GUST) campus tour to discover and feel the beauty around us.
3. Group discussion and sharing of the nature and characteristics of beauty.

## Content 4: The expression and classification of beauty

1. Teacher teaches about expressions of beauty: visual images, mirroring of real emotions, cultural intentions, sensory perceptions, and emotional feelings, leading to questions for student discussion.
2. Teacher teaches classifications of beauty: beauty of nature, beauty of life, beauty of art, beauty of writing, beauty of rhetoric, and beauty of science and technology, leading to questions for student discussion.
3. What other categories are there for questioning beauty, Teacher Summary.

**Lesson 2: The Contemporary Value of Aesthetic Education**

Content 1: The significance of aesthetic education

1. Teachers teach the meaning of Aesthetic education.
2. Group discussion and sharing of the meaning of aesthetics.
3. Teacher Summary.

Content 2: The emergence and development of the idea of aesthetic education

1. Teacher's account of the emergence and development of the idea of aesthetic education.
2. Students discuss and speak on the emergence and development of the idea of aesthetic education.
3. Teacher's summary of student discussions and presentations on the emergence and development of ideas about aesthetic education.

Content 3: Tasks of socialist aesthetic education

1. Teachers teach what the task of teaching Aesthetic education is, how to establish a correct aesthetic outlook on life, to satisfy human aesthetic needs, to improve aesthetic ability, and to develop the ability to create beauty.
2. The teacher asks what the right aesthetic for life is and then discusses it with the students.
3. The teacher summarizes the students' discussion of what constitutes a correct aesthetic view of life.

Content 4: Aesthetic Education and its Role

1. Teachers teach about the role of aesthetics in student development.
2. Teacher questions the role of aesthetics in school development and discusses with students.
3. The teacher summarizes the students' discussion of the role of aesthetics

in school development.

### **Teaching Materials/resources**

1. Library
2. Museums
3. Art galleries
4. Information collected on the internet
5. Textbooks
6. Teaching videos

### **Lesson Plan2**

#### **Unit 2 Scope and process of aesthetics**

**Teaching Object:** 2023 Art and Design Freshman Student

**Study time:** 4 hours.

#### **Teaching methods:**

Self-directed learning method, discussion method, lecture method, demonstration method, practical method.

#### **Learning Objectives**

Cultivate learners to understand the scope and process of aesthetics, to be able to realize that aesthetic activity is the creation of imagery, aesthetic imagery is the embodiment of the creation of God and form obtained by the subject from the sense of touching things through the feelings of God and the creation of God, it is the unique way of thinking and the creative features of aesthetics, and in the traditional Chinese aesthetic thought, imagery is the process of the subject's creation of the connection between things and me and the unity of the feelings of God.

1. Students will establish a correct Value of life by learning the scope and process of aesthetics and traditional Chinese aesthetic thought.

2. Students improve their aesthetic ability by learning the unique way of thinking and creative features of aesthetics.
3. Students maintain physical health by studying and exercising through visits.
4. Students improve social adaptation through classroom interaction.
5. Students learn to self-regulate Psycho-emotional through classroom questioning, discussion, interaction, and enhancement of aesthetic feeling.

### **Learning content and Teaching process**

#### **Lesson 1: The aesthetic sphere**

Content 1: Beauty and ugliness, absurdity

1. Teachers teach that in real life, or in literary and artistic works, the rich and colorful aesthetic phenomena give people a certain sense of difference. These different styles and forms of beauty, such as beauty, sublime, tragedy, comedy and so on. can enable us to understand and master the nature and characteristics of aesthetics more concretely and deeply, and to appreciate beauty, create beauty and aesthetic education activities more consciously.
2. Watch a video clip on the relationship between beauty, ugliness, and absurdity, and discuss it interactively with the teacher and students.
3. The teacher summarizes the relationship between beauty, ugliness, and absurdity.

Content 2: Magnificent and sublime

1. Teachers teach that magnificent beauty mainly refers to "the beauty of things majestic, rough, robust and bold". The sublime is a form of expression of beauty, is a kind of objectivity of things.
2. Students give examples of magnificent and sublime works of art and discuss.
3. The teacher summarizes the discussion in which students give examples of artworks.

### Content 3: Tragedy and Comedy

1. Teachers teach the different aesthetic forms of tragedy and comedy.
2. Watching an instructional film feels different for tragedy and comedy.
3. Students speak on the aftermath of tragedies and comedies.
4. The teacher summarizes the students' statements.

### **Lesson 2:** Aesthetic imagery

#### Content 1: The basic connotation of aesthetic imagery

1. The teacher teaches the concept of aesthetic imagery, what aesthetic imagery is, and the basic characteristics of aesthetic imagery.
2. Consider examples of representative figures of imaginative aesthetic imagery.
3. A visit to the Liuzhou City Museum in Guangxi.
4. Students interact and discuss, and the teacher summarizes.

#### Content 2: The process of creating aesthetic imagery

1. The teacher teaches the process of creating aesthetic imagery.
2. Share your thoughts and insights after watching the video in small groups.
3. Students interact and discuss, and the teacher summarizes.

#### Content3: The two main types of aesthetic imagery

1. Teachers teach that aesthetic imagery has the double value of power psychology and cognitive psychology, it makes the emotional life which is usually difficult to be known in daily life to be re-cognized as imagery. The fundamental

nature of aesthetic imagery makes art a powerful means of re-experiencing and re-evaluating human emotions, and it becomes an important way of cultivating the emotions and reshaping the personality, according to which, aesthetic perceptual imagery and imaginative imagery can be regarded as two



major types of aesthetic imagery. Accordingly, aesthetic perceptual imagery and imaginative imagery can be regarded as two major types of aesthetic imagery.

2. Ask a question outlining the basic characteristics of aesthetic imagery.
3. Students interact and discuss, and the teacher summarizes.

#### **Teaching Materials/resources**

1. Library
2. Museums
3. Art galleries
4. Information collected on the internet
5. Textbooks
6. Teaching videos

### **Lesson Plan3**

#### **Unit 3 Classification of aesthetics**

**Teaching Object:** 2023 Art and Design Freshman Student

**Study time:** 10 hours.

**Teaching methods:**

Self-directed learning method, discussion method, lecture method, demonstration method, practical method.

#### **Learning Objectives**

Students will learn to understand the classification of beauty, their respective characteristics, styles, and values, and master the aesthetic approach to each type.

1. Students will establish the proper value of life by learning the classifications of beauty, their respective characteristics, styles, and values.

2. Students will improve their aesthetic ability by learning and mastering each type of aesthetic approach.
3. Students maintain physical health through study and exercise through visits.
4. Students improve their social adaptation through classroom interaction.
5. Students learn to self-regulate Psycho-emotional through classroom questioning, discussion, interaction, and enhanced aesthetics.

### **Learning content and Teaching process**

#### **Lesson 1: Atural aesthetics**

Content 1: Development and characterization of natural beauty

1. Teachers teach that natural aesthetics is the aesthetic activity of viewing the beauty of nature, if there is no natural beauty, there is no natural aesthetics, natural beauty and natural aesthetics are formed and developed in the social practice of human beings.
2. Watch the instructional film to appreciate different natural beauties as the teacher explains.
3. Student Discussion Teacher Summary.

Content 2: An important form of natural beauty - scenic beauty

1. Teachers teach types of scenic beauty, composition of scenic beauty, and styles of scenic beauty.
2. Watch the documentary, Students share their feelings after watching the instructional film.
3. Student Discussion Teacher Summary.

Content 3: Aesthetic Guidance for Natural Beauty

1. Teachers teach the meaning of natural aesthetics, the methods of natural aesthetics, and the realm of natural aesthetics.
2. Students give an example of a representative of natural aesthetics.
3. Student Discussion Teacher Summary.

**Lesson 2: Social aesthetic**

Content 1: Development and characterization of social beauty

1. Teachers teach about the development of social beauty, the characteristics of social beauty.
2. Students think and share their insights.
3. Student Discussion Teacher Summary.

Content 2: The beauty of social life

1. Teachers teach about the beauty of labor, the beauty of change, the beauty of style, the beauty of people and the beauty of the environment.
2. Students think and share their insights.
3. Student Discussion Teacher Summary.

Content3: Aesthetic guidance on social beauty

1. Teachers teach the aesthetic value of beauty in society, discovering the mind with the heart, leading the way in life, and experiencing the beauty of real life with the help of works of art.
2. Students use the example of everyday beauty to outline the basic characteristics of social aesthetics.
3. Students think and share their insights, student Discussion Teacher Summary.

**Lesson 3: Art and aesthetics**

Content 1: Characteristics and functions of artistic beauty

1. Teachers teach the basic characteristics of artistic beauty, the aesthetic function of artistic beauty.
2. Students think and share their insights.
3. Student Discussion Teacher Summary.

#### Content 2: The Aesthetics of Practical Art

1. The teacher teaches the meaning and categories of practical art, the aesthetic characteristics of practical art, and how to appreciate practical art.
2. Watch the instructional film "Appreciation of Environmental Art and Design".
3. Students think and share their insights.

#### Content 3: Plastic arts aesthetics

1. Teachers teach the meaning and categories of plastic arts, the aesthetic characteristics of plastic arts, and how to view plastic arts.
2. Guangxi Liuzhou Art Museum Study Tour.
3. Students think and share their insights, Teacher Summary.

#### Content 4: The Aesthetics of Expressive Arts

1. Teachers teach the meaning and categories of expression art, the aesthetic characteristics of expression art, how to appreciate expression art.
2. Watch the teaching film "Appreciation of Van Gogh's Artworks".
3. Students think and share their insights, Teacher Summary.

#### Content 5: Integrated Art Aesthetics

1. Teachers teach the meaning and categories of integrated art, the aesthetic characteristics of integrated art, and how to appreciate integrated art.
2. Watch the instructional film "Appreciation of Chinese Arts and Crafts".
3. Students think and share their insights, Teacher Summary.

#### Content 6: language arts aesthetics

1. Teachers teach the meaning and categories of language arts, the aesthetic characteristics of language arts, how to appreciate language arts.
2. Students think and share their insights.
3. Student Discussion Teacher Summary.

#### Content 7: Aesthetic Guidance for Artistic Beauty.

1. Watch the instructional film "Appreciation of Ancient Chinese Literature";
2. Students think and share their insights, Teacher Summary.

#### **Lesson 4:** Aesthetics of scientists and aesthetics of technology

Content 1: Impact of scientists and technology on aesthetic activities

1. Teachers teach the basic relationship between science and technology and aesthetics, the harmony between science and technology and aesthetic culture, and the conflict between science and technology and aesthetic culture.
2. Guangxi Liuzhou City Science and Technology Museum Study Tour.
3. Students think and share their insights, Teacher Summary.

Content 2: Nature, characteristics, and functions of scientific beauty

1. Teachers teach about the nature of beauty in science, the characteristics of beauty in science, and the functions of beauty in science.
2. Guangxi Liuzhou City Science and Technology Museum Study Tour.
3. Students think and share their insights, Teacher Summary.

Content 3: Nature, characteristics, and functions of technical beauty

1. Teachers teach the nature of technical beauty, the characteristics of technical beauty, and the functions of technical beauty.
2. Guangxi Liuzhou City Science and Technology Museum Study Tour;
3. Students think and share their insights, Teacher Summary.

Content 4: Aesthetic guidance for scientific and technological beauty

1. Teachers teach about scientific and technical beauty, the connections and differences between scientific and technical beauty, aesthetic guidance for scientific beauty, aesthetic guidance for technical beauty.
2. Guangxi Liuzhou City Science and Technology Museum Study Tour.
3. Students think and share their insights, Teacher Summary.

#### **Teaching Materials/resources**

1. Library
2. Museums
3. Art galleries

4. Information collected on the internet
5. Textbooks
6. Teaching videos

#### **Lesson Plan4**

#### **Unit 4 Characteristics and current situation of Aesthetic education in higher education institutions**

**Teaching Object:** 2023 Art and Design Freshman Student

**Study time:** 3 hours.

#### **Teaching methods**

Self-directed learning method, discussion method, lecture method, demonstration method, practical method.

#### **Learning Objectives**

With the development of the times and the needs of the society, cultivating talents has become an important task of China's higher education, under this situation, colleges and universities came into being. In the educational and teaching practice of colleges and universities, due to the excessive attention to the professional knowledge and skills education of college students, ignoring the cultivation of aesthetic ability of college students, which led to the spiritual crisis of college students is increasingly worsening, in the face of this reality, the colleges and universities must attach great importance to aesthetic education. In the face of this reality, colleges and universities must attach great importance to aesthetic education, through cultivating college students' ability to know, experience, feel, appreciate, and create beauty, so as to make them have the ideals of beauty, the sentiment of beauty, the character of beauty and the quality of beauty.

1. Students establish the correct value of life through understanding the aesthetic status of college students.
2. Students improve their aesthetic ability by analyzing Aesthetic education

courses on the current state of aesthetics in colleges and universities.

3. Students will maintain physical health through study trips and exercise.
4. Students enhance their social adaptation through classroom interactions.
5. Students learn to self-regulate Psycho-emotional through classroom questions, discussions, interactions, and enhanced aesthetics.

### **Learning content and Teaching process**

**Lesson 1:** Characteristics and current situation of the construction of Aesthetic education in higher education institutions

Content 1: Meaning, background and basic characteristics of higher education institutions.

1. Teachers teach the meaning, background, and basic characteristics of higher education institutions.
2. Students think and share their insights.
3. Student Discussion Teacher Summary.

Content 2: Student Characteristics and Talents in Universities

1. Teachers' lectures on characteristics of university students and talent development.
2. Students think and share their insights.
3. Student Discussion Teacher Summary.

**Content 3:** Analysis of the aesthetic status of college students and the current situation of aesthetic education in colleges and universities

1. Teachers' lectures on the aesthetic status of college students and the analysis of the aesthetic status of colleges and universities
2. Students visit neighboring colleges and universities to discuss their views on Aesthetic education in universities.
3. Student Discussion Teacher Summary.

### **Teaching Materials/resources**

1. Library
2. Museums
3. Art galleries
4. information collected on the internet
5. Textbooks
6. Teaching videos

### **Lesson Plan5**

#### **Unit 5 Contemporary values of the goals and methods of aesthetic education in universities**

**Teaching Object:** 2023 Art and Design Freshman Student

**Study time:** 3 hours.

#### **Teaching methods**

Self-directed learning method, discussion method, lecture method, demonstration method, practical method.

#### **Learning Objectives**

Universities pay more attention to the transfer of knowledge and skills in talent cultivation, and often neglect the cultivation of college students' personalities. In the context of the critique of modernity, aesthetics is an indispensable way to fight against the alienation of instrumental rationality for human beings, and it is a necessary way for modern human beings to obtain a complete existence, and human beings, as rational beings rich in sensibility, should receive aesthetic education. Aesthetic education is the main channel to cultivate and establish the correct aesthetic outlook of college students, to cultivate and improve their aesthetic quality, and to promote the personality development of college students.

The purpose of aesthetic education is to cultivate the perfect human nature, to make sensual people become rational people, to be able to correctly deal



with the relationship between man and nature, man and man, and man and the society, and to understand more deeply the true meaning of life in pursuit of truth, goodness and beauty in the harmony and unity of the world. University vocational education and aesthetic education is not contradictory, in the learning of professional skills at the same time, strengthen the aesthetic education to promote the formation of perfect personality.

1. Students establish the correct value of life by understanding the contemporary value of Aesthetic education in colleges and universities.
2. Students improve their aesthetic ability by learning about the goals and content of aesthetic education in colleges and universities.
3. Students will maintain physical health through study trips and exercise.
4. Students enhance their social adaptation through classroom interactions.
5. Students learn to self-regulate Psycho-emotional through classroom questions, discussions, interactions, and enhanced aesthetics.

### **Learning content and Teaching process**

**Lesson 1:** Contemporary values of the goals and methods of aesthetic education in universities

**Content 1:** The Contemporary Value of Aesthetic Education in Universities

1. Teachers teach that the value of aesthetic education in universities is to promote aesthetic generalization, strengthen aesthetic self-consciousness and form a good social aesthetic atmosphere.
2. Watch the instructional video "Aesthetic education" Discuss and share their understanding and feelings through small groups.
3. Students share the results of the discussion, Teacher Summary.

**Content 2:** Aims and content of aesthetic education in universities.

1. Teachers teach the goals of university aesthetic education, the content of university aesthetic education.
2. Discuss and share their understanding and feelings in small groups.
3. Students share the results of the discussion. Teacher Summary.

**Content 3:** Principles and methods of university aesthetic education

1. Teachers teach the principles of university aesthetic education, methods of university aesthetic education.
2. Liuzhou City, Guangxi Province, the surrounding colleges, and universities to study and learn.
3. Student presentations on the contemporary embodiment of aesthetic education in higher education and how to improve aesthetic awareness,  
Teacher Summary.

**Teaching Materials/resources**

1. Library
2. Museums
3. Art galleries
4. Information collected on the internet
5. Textbooks
6. Teaching videos

## Questionnaire for student

**Research Title:** The development of Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development

**Research Objectives:** To assess the aesthetic education curriculum based on activity theory through comparing to the college students' body and mind harmonious before and after the implementation of curriculum

Dear Student,

I am a current Ph.D student at Bansomdejchaopraya Rajabhat University and I would like to thank you for taking the time to answer this questionnaire! The main purpose of this questionnaire is to investigate the current situation and effectiveness of college students' body and mind harmonious development. This questionnaire is anonymous, and your answers will only be used for academic research purposes. Thank you for your active support.

Graduate School

Bansomdejchaopraya Rajabhat Universit

Part 1 : Common data of the respondent						
1. Gender						
	Male			Female		
2. Age	Below 18	18	19	20	21	22 and above
3. Household type	City			Rural		
4. Family situation	Both parents		Single parent		Orphan	
5. Number of family members	3		4		5 and above	

### Part 2 : Body and Mind Harmonious Development Scale

	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
6. I think I have to be rich to live handsomely.					
7. Becoming rich is my highest goal in life.					
8. I believe that success and value in life can be judged by money.					

The value of life	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
9. I think I become happier if I have more possessions.					
10. I think careers that make a lot of money are good careers.					
11. what I have represents how good my life is.					
12. I have high expectations of myself.					
13. I have a strong desire to ascend to a position of authority.					
14. I will be active and do things that bring me joy.					
15. I seek the best in everything.					
16. It is important to me to be respected and recognized by others.					
17. I admit that Money is important for me , but relationships are					

The value of life	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
more important.					
18. I focus more on relationships than on goal achievement.					
19. I am happy to spend time with others.					
20. I will only be happy if the members of my team are happy.					
21. I like to share even small things with my neighbors.					
22. Enjoying literature or films makes me happy.					
23. I feel richer in life after travelling.					
24. I think it's better to be beautiful than convenient.					
25. I feel richer in emotions than others.					
26. Sometimes listening to music reminds me of the past.					

The value of life	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
27. I belong to the type of person who buys only necessities.					
28. I will suppress my desire to enjoy the present for the sake of the future.					
29. I would buy something with practicality rather than something that looks good.					
30. I only buy things that are good value for money.					
31. I think affordability is more important than looks.					
32. I will have situations where I will do something to save face even if I don't want to do it.					
33. I will give myself away for the sake of others.					

	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
The value of life					
34. I try to be cultured in private.					
35. I often suffer for the sake of saving face.					

	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
Aesthetic skills					
36. When appreciating works of art, I can give some judgement on the drawing, color, composition, author and context.					
37. I can recognize one or more painting techniques when appreciating artworks.					
38. I am able to identify the period and general style of art works.					
39. Viewing a work of art, I am able to identify its name, its					



	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
Aesthetic skills					
author, and its provenance.					
40. I can experience and understand the artistic image of a work of art.					

	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
Physical health					
41. My head is very comfortable with no pressure.					
42. My body is strong and not tired.					
43. I'm physically comfortable not nauseous.					
44. All parts of my body were comfortable and I felt no tingling or sharp pain.					
45. My stomach is healthy, no indigestion.					

Physical health	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
46. My chest is comfortable with no pressure.					
47. I'm breathing well.					
48. I'm very aware of my physical condition.					

Social Adaptation	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
49. I like human interaction.					
50. I feel comfortable and happy with my life.					
51. I'm not afraid of strangers.					
52. I can get along with people.					
53. I was happy with the role I played.					
54. I feel like everyone else has my back.					

Social Adaptation	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
55. I can participate in social activities.					
56. I feel safe in my living environment.					

Psycho-emotional	strongly disagree with the statement/question 1	disagree with the statement/question 2	are unsure with the statement/question 3	agree with the statement/question 4	strongly agree with the statement/question 5
57. I don't shake and tremble for no reason.					
58. I didn't feel Palpitations or a racing heart.					
59. I didn't feel stressed out and on the verge of a breakdown.					
60. I am not prone to anxiety or worry.					
61. I feel safe. I'm not fidgeting.					
62. I feel hopeful about life.					
63. I feel in a good mood.					
64. I think life is good.					

## Appendix D

The Results of the Quality Analysis of Research Instruments

Indicators of Objective Coherence (IOC) of the questionnaire item on the status of body and mind harmonious development of university students.

No.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
<b>Part 1</b>	<b>Common data of the respondent</b>					
1	You Gender	1	1	1	1.00	Valid
2	You Age	1	1	1	1.00	Valid
3	Household type	1	1	1	1.00	Valid
4	Family situation	1	1	1	1.00	Valid
5	Number of family members?	1	1	1	1.00	Valid
<b>Part 2</b>	<b>Survey on the Current Situation of Body and Mind Harmony among Freshman Students</b>					
6.	I think the value of life may take into account goals in life, wealth, a stable career, in come, etc.	1	0	1	0.67	Valid
7.	I believe I should set my own agenda to achieve my goals, desires, happiness, and acceptance from others.	1	0	1	0.67	Valid
8.	I value social relationships, including being a good member of society, sacrificing time, participating in various social activities, etc.	1	0	1	0.67	Valid
9.	I like to find happiness in life such as travel, music, literature, movies, etc.	1	1	0	0.67	Valid
10.	I like to lay down guidelines for various matters in life.	1	1	1	1.00	Valid
11.	I consider other people's perceptions of me in various aspects.	1	1	1	1.00	Valid
12.	When seeing a work of art, I can	1	1	1	1.00	Valid

No.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	see the value of that artwork.					
13.	I use my judgment and experience in art to judge the beauty of that art.	1	0	1	0.67	Valid
14.	When I see a work of art, I like to analyze and evaluate it both in terms of beauty and value.	1	0	1	0.67	Valid
15.	I like to explore the different techniques used in artistic works.	1	1	1	1.00	Valid
16.	I can compare and classify the beauty and value of various arts.	1	0	1	0.67	Valid
17.	I like to exercise regularly.	1	1	1	1.00	Valid
18.	I don't get sick easily.	1	1	0	0.67	Valid
19.	I often have physical illnesses that prevent me from doing what I want.	1	1	1	1.00	Valid
20.	I feel like I have enough energy to get through the day.	1	1	1	1.00	Valid
21.	I choose to eat food that is healthy for my body.	1	1	1	1.00	Valid
22.	I can adjust myself in changing social conditions.	1	1	1	1.00	Valid
23.	I get along well with others.	1	1	1	1.00	Valid
24.	I like to help others in whatever way I can.	1	1	1	1.00	Valid
25.	I can adapt to the environment I live in.	1	1	1	1.00	Valid
26.	I like getting attention.	1	1	1	1.00	Valid
27.	I have patience in various stressful situations that arise.	1	1	1	1.00	Valid

No.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
28.	I'm rarely nervous.	1	1	1	1.00	Valid
29.	I can concentrate on various tasks.	1	1	1	1.00	Valid
30.	I can handle things calmly.	1	1	1	1.00	Valid
31.	I feel satisfied with my life (e.g. happy, peaceful, hopeful).	1	1	1	1.00	Valid

Note: Valid when  $\geq 0.50$

Index of Item-Objective Congruence (IOC) of Opinion Questionnaire on Curriculum Teaching Programs Statistical Table

No.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	<b>Rational and Background</b>					
1	Pointing out the importance of explaining an aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development.	1	1	1	1.00	Valid
2	Point out the content concept and learning activity of the curriculum	1	0	1	1.00	Valid
	<b>Curriculum Objectives</b>					
3	Complying with content of the course	1	1	1	1.00	Valid
4	Master knowledge and ability	1	0	1	0.67	Valid
	<b>Content structure and timing</b>					
5	Unit 1 Concept and value of aesthetic education	1	1	1	1.00	Valid
6	Unit 2 Scope and process of aesthetics	1	1	1	1.00	Valid
7	Unit 3 Classification of aesthetics	1	1	1	1.00	Valid
8	Unit 4 Characteristics and current situation of the construction of Aesthetic education in higher education	1	1	1	1.00	Valid



No.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	institutions					
9	Unit 5 Contemporary values of the goals and methods of aesthetic education in universities	1	1	1	1.00	Valid
	Learning Management Guidelines	1	1	1	1.00	Valid
10	Learning Management Guidelines	1	0	1	0.67	Valid
	Media and learning resources					
11	Media and learning resources	1	0	1	0.67	Valid
	Measurement and evaluation					
12	Student life values	1	0	1	0.67	
13	Student mental health	1	0	1	0.67	
	Learning management plan					
14	Study program	1	0	1	0.67	
15	The components Learning Management plan	1	0	1	0.67	

Note: Valid when  $\geq 0.50$

Index of Item-Objective Congruence (IOC) of Opinion Questionnaire  
on Lesson Plan Issues Statistical Table

Lesson Plan 1

No.	Contents	Experts			$\bar{X}$	Validity
		No.1	No.2	No.3		
Part1	Learning Objectives					
1	Complying with content of the course	4	4	4	4.00	Valid
2	Master knowledge and ability	4	3	4	3.67	Valid
Part2	Learning Content					
3	Complying with learning objective	4	4	4	4.00	Valid
4	Being appropriate in terms of time management	4	4	4	4.00	Valid
Part3	Learning Process					
5	Teaching and learning activities	4	5	5	4.67	Valid
6	Supporting students' learning	4	4	5	4.33	Valid
7	Including various activities	4	5	5	4.67	Valid
Part4	Teaching Materials/resources					
8	Complying with the learning objectives	4	5	4	4.33	Valid
9	Complying with the contents	4	4	4	4.00	Valid

## Lesson Plan 2

No.	Contents	Experts			$\bar{X}$	Validity
		No.1	No.2	No.3		
Part1	Learning Objectives					
1	Complying with content of the course	4	4	4	4.00	Valid
2	Master knowledge and ability	4	3	4	3.67	Valid
Part2	Learning Content					
3	Complying with learning objective	4	4	4	4.00	Valid
4	Being appropriate in terms of time management	4	4	4	4.00	Valid
Part3	Learning Process					
5	Teaching and learning activities	4	5	5	4.67	Valid
6	Supporting students' learning	4	4	5	4.33	Valid
7	Including various activities	4	5	5	4.67	Valid
Part4	Teaching Materials/resources					
8	Complying with the learning objectives	4	5	4	4.33	Valid
9	Complying with the contents	4	4	4	4.00	Valid

## Lesson Plan 3

No.	Contents	Experts			$\bar{X}$	Validity
		No.1	No.2	No.3		
Part1	Learning Objectives					
1	Complying with content of the course	4	5	4	4.33	Valid
2	Master knowledge and ability	4	3	4	3.67	Valid
Part2	Learning Content					
3	Complying with learning objective	4	5	4	4.33	Valid
4	Being appropriate in terms of time management	4	4	4	4.00	Valid
Part3	Learning Process					
5	Teaching and learning activities	4	4	5	4.33	Valid
6	Supporting students' learning	4	5	5	4.67	Valid
7	Including various activities	4	5	5	4.67	Valid
Part4	Teaching Materials/resources					
8	Complying with the learning objectives	4	5	4	4.33	Valid
9	Complying with the contents	4	5	4	4.33	Valid

## Lesson Plan 4

No.	Contents	Experts			$\bar{X}$	Validity
		No.1	No.2	No.3		
Part1	Learning Objectives					
1	Complying with content of the course	4	4	4	4.00	Valid
2	Master knowledge and ability	4	4	4	4.00	Valid
Part2	Learning Content					
3	Complying with learning objective	4	5	4	4.33	Valid
4	Being appropriate in terms of time management	4	4	4	4.00	Valid
Part3	Learning Process					
5	Teaching and learning activities	4	4	5	4.33	Valid
6	Supporting students' learning	4	5	5	4.67	Valid
7	Including various activities	4	4	5	4.33	Valid
Part4	Teaching Materials/resources					
8	Complying with the learning objectives	4	5	4	4.33	Valid
9	Complying with the contents	4	4	4	4.00	Valid

## Lesson Plan 5

No.	Contents	Experts			$\bar{X}$	Validity
		No.1	No.2	No.3		
Part1	Learning Objectives					
1	Complying with content of the course	4	5	4	4.33	Valid
2	Master knowledge and ability	4	4	4	4.00	Valid
Part2	Learning Content					
3	Complying with learning objective	4	5	4	4.33	Valid
4	Being appropriate in terms of time management	4	4	4	4.00	Valid
Part3	Learning Process					
5	Teaching and learning activities	4	4	5	4.33	Valid
6	Supporting students' learning	4	5	5	4.67	Valid
7	Including various activities	4	4	5	4.33	Valid
Part4	Teaching Materials/resources					
8	Complying with the learning objectives	4	5	4	4.33	Valid
9	Complying with the contents	4	4	4	4.00	Valid

Indicators of Objective Coherence (IOC) of the items of the questionnaire for the harmonious development of the body and mind harmonious development of university students

Question NO.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
<b>Part 2</b>	Body and Mind Harmonious Development Scale (BMHD)					
	Value of life	1	1	1	1.00	Valid
<b>Materialistic orientation</b>	6. I think I have to be rich to live handsomely.	1	1	1	1.00	Valid
	7. Becoming rich is my highest goal in life.	1	1	1	1.00	Valid
	8. I believe that success and value in life can be judged by money.	1	1	1	1.00	Valid
	9. I think I become happier if I have more possessions.	1	1	1	1.00	Valid
	10. I think careers that make a lot of money are good careers.	1	1	1	1.00	Valid
	11. what I have represents how good my life is.	1	1	1	1.00	Valid
<b>Self orientation</b>	12. I have high expectations of myself.	1	1	1	1.00	Valid
	13. I have a strong desire to ascend to a position of authority.	1	1	1	1.00	Valid

Question NO.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	14. I will be active and do things that bring me joy.	1	1	1	1.00	Valid
	15. I seek the best in everything.	1	1	1	1.00	Valid
	16. It is important to me to be respected and recognized by others.	1	1	1	1.00	Valid
<b>Social relationship orientation</b>	17. I admit that Money is important for me , but relationships are more important.	1	1	1	1.00	Valid
	18. I focus more on relationships than on goal achievement.	1	1	1	1.00	Valid
	19. I am happy to spend time with others.	1	1	1	1.00	Valid
	20. I will only be happy if the members of my team are happy.	1	1	1	1.00	Valid
	21. I like to share even small things with my neighbors.	1	1	1	1.00	Valid
<b>Emotional orientation</b>	22. Enjoying literature or films makes me happy.	1	1	1	1.00	Valid
	23. I feel richer in life after travelling.	1	1	1	1.00	Valid
	24. I think it's better to be beautiful than convenient.	1	1	1	1.00	Valid



Question NO.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	25. I feel richer in emotions than others.	1	1	1	1.00	Valid
	26. Sometimes listening to music reminds me of the past.	1	1	1	1.00	Valid
<b>Pragmatic orientation</b>	27. I belong to the type of person who buys only necessities.	1	1	1	1.00	Valid
	28. I will suppress my desire to enjoy the present for the sake of the future.	1	1	1	1.00	Valid
	29. I would buy something with practicality rather than something that looks good.	1	1	1	1.00	Valid
	30. I only buy things that are good value for money.	1	1	1	1.00	Valid
	31. I think affordability is more important than looks.	1	1	1	1.00	Valid
	32. I will have situations where I will do something to save face even if I don't want to do it.	1	1	1	1.00	Valid
	33. I will give myself away for the sake of others.	1	1	1	1.00	Valid

Question NO.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
Other people's consciousness orientation	34. I try to be cultured in private.	1	1	1	1.00	Valid
	35. I often suffer for the sake of saving face.	1	1	1	1.00	Valid
	Aesthetic ability					
Aesthetic ability	36. When appreciating works of art, I can give some judgement on the drawing, color, composition, author, and context.	1	1	0	0.67	Valid
	37. I can recognize one or more painting techniques when appreciating artworks.	1	1	1	1.00	Valid
	38. I am able to identify the period and general style of art works.	1	1	1	1.00	Valid
	39. Viewing a work of art, I am able to identify its name, its author, and its provenance.	1	1	0	0.67	Valid
	40. I can experience and understand the artistic image of a work of art.	1	1	1	1.00	Valid
	Physical health	1	1	1	1.00	Valid
	41. My head is very comfortable with no pressure.	1	1	1	1.00	Valid

Question NO.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
Physical health	42. My body is strong and not tired.	1	1	0	0.67	Valid
	43. I'm physically comfortable not nauseous.	1	1	1	1.00	Valid
	44. All parts of my body were comfortable and I felt no tingling or sharp pain.	1	1	0	0.67	Valid
	45. My stomach is healthy, no indigestion.	1	1	1	1.00	Valid
	46. My chest is comfortable with no pressure.	1	1	1	1.00	Valid
	47. I'm breathing well.	1	1	1	1.00	Valid
	48. I'm very aware of my physical condition.	1	1	1	1.00	Valid
	Social adaptation	1	1	1	1.00	Valid
Social adaptation	49. I like human interaction.	1	1	1	1.00	Valid
	50. I feel comfortable and happy with my life.	1	1	1	1.00	Valid
	51. I'm not afraid of strangers.	1	1	1	1.00	Valid
	52. I can get along with people.	1	1	1	1.00	Valid
	53. I was happy with the role I played.	1	1	1	1.00	Valid
	54. I feel like everyone	1	1	1	1.00	Valid

Question NO.	Contents	Experts			IOC	Validity
		No.1	No.2	No.3		
	else has my back.					
	55. I can participate in social activities.	1	1	1	1.00	Valid
	56. I feel safe in my living environment.	1	1	1	1.00	Valid
	Psycho-emotional	1	1	1	1.00	Valid
Psycho-emotional	57. I don't shake and tremble for no reason.	1	1	0	0.67	Valid
	58. I didn't feel palpitations or a racing heart.	1	0	0	0.33	Valid
	59. I didn't feel stressed out and on the verge of a breakdown.	1	1	0	0.67	Valid
	60. I am not prone to anxiety or worry.	1	1	1	1.00	Valid
	61. I feel safe. I'm not fidgeting.	1	1	1	1.00	Valid
	62. I feel hopeful about life.	1	1	1	1.00	Valid
	63. I feel in a good mood.	1	1	1	1.00	Valid
	64. I think life is good.	1	1	1	1.00	Valid

### Reliability Analysis of Tool 1

Variable	Item	cronbach's Alpha
Value Of Life	6	0.93
Aesthetic Ability	5	0.91
Physical Health	5	0.80
Social Adaptation	5	0.94
Psycho Emotional	5	0.96

### Reliability Analysis of Tool 3

Variable		Item	Cronbach's Alpha		
Value of life	Materialistic Orientation	6	30	0.91	0.79
	Self Orientation	5		0.88	
	Social Relationship Orientation	5		0.96	
	Emotional Orientation	5		0.86	
	Pragmatic Orientation	5		0.97	
	Other People Consciousness Orientation	4		0.93	
Aesthetic Ability		5		0.94	
Physical Health		8		0.89	
Social Adaptation		8		0.90	
Psycho Emotional		8		0.88	

Appendix E  
Certificate of English



## Appendix F

The Document for Acceptance Research





## *Journal of Roi Kaensarn Academi*

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Date : August 3, 2024

### Acceptance Letter

**Dear Author (S) : Song Xiaoxi, Wirot Watananimitgul, Wichian Intarasompun and Areewan Iamsa-ard**

**Paper ID : 670893**

**PaperTitle : The Aesthetic Education Curriculum Based on Activity Theory to Promote College Students' Body and Mind Harmonious Development**

This is to enlighten you that above manuscript reviewed and appraised by the review committee member of Journal of Roi Kaensarn Academi by 3 assessors and it is accepted for the purpose of publication in Journal of Roi Kaensarn Academi at Group 1 of Thai journal citation Index Centre (TCI) with ISSN 2697-5033 (Online) Volume 9 Issue 8 August 2024 that will be available at <https://so02.tci-thaijo.org/index.php/JRKSA/index>

Sincerely

Dr.Teedanai Kapko

Editor Journal of Roi Kaensarn Academi

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