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**ТЕОРИЯЛЫК КОННОТАЦИЯНЫ ЖАНА ИНДИВИДУАЛДЫ ИЗИЛДӨӨ
УНИВЕРСИТЕТТИН ЭСТЕТИКАЛЫК ТАРБИЯСЫНЫН ФУНКЦИЯСЫ
ИССЛЕДОВАНИЕ ТЕОРЕТИЧЕСКОЙ КОННОТАЦИИ И ИНДИВИДУАЛЬНЫХ
ФУНКЦИЯ УНИВЕРСИТЕТСКОГО ЭСТЕТИЧЕСКОГО ВОСПИТАНИЯ
A STUDY ON THE THEORETICAL CONNOTATION AND INDIVIDUAL
FUNCTION OF UNIVERSITY AESTHETIC EDUCATION**

Кыскача мүнөздөмө: Эстетикалык билим берүү - бул терең мааниге ээ жана көптөгөн билим берүү функциялары бар көп тармактуу, комплекстүү билим берүү. Колледждерде жана Университеттерде эстетикалык билим берүү - бул студенттерде туура эстетикалык түшүнүктөрдү калыптандырууга, асыл адеп-ахлактык сезимдерди тарбиялоого, сонун жанды калыптандырууга жана сапаттуу билим берүүнү өнүктүрүүгө багытталган изгиликти жана адеп-ахлакты тарбиялоонун негизги милдетин ишке ашыруунун конкреттүү планы. Колледждерде жана Университеттерде эстетикалык билим берүүнүн негизги идеясы - бул төрт өлчөмгө негизделген билим: эстетика, сезим, элестетүүнү байытуучу жана инновациялык аң-сезимди өнүктүрүүчү жан, көркөм билим негизги каражат катары жана негизги режим катары окууга чөмүлүү. Адеп-ахлактык тарбия, интеллектуалдык тарбия, дене тарбия жана эмгек тарбиясына салыштырмалуу колледждеги эстетикалык тарбия колледж студенттеринин кабыл алуу муктаждыктарын канааттандыруу, чыгармачылык күчтү стимулдаштыруу, асыл эстетикалык кызыкчылыктарды калыптандыруу, инновациялык потенциалды өнүктүрүү жана маданий сабаттуулукту жогорулатуу боюнча уникалдуу жеке функцияны аткарат.

Аннотация: Эстетическое образование - это междисциплинарное комплексное образование с глубоким смыслом и множеством образовательных функций. Эстетическое образование в колледжах и университетах - это конкретный план реализации фундаментальной задачи воспитания добродетелей и нравственности, направленный на формирование у студентов правильных эстетических представлений, воспитание благородных нравственных чувств, формирование прекрасной души и содействие развитию качественного образования. Основная идея эстетического образования в колледжах и университетах - это образование, основанное на четырех измерениях: эстетике, чувстве, душа, обогащающая воображение и развивающая инновационное сознание, с художественным образованием в качестве основного носителя и погружением в обучение в качестве основного способа. По сравнению с нравственным воспитанием, интеллектуальным воспитанием, физическим воспитанием и трудовым воспитанием, эстетическое воспитание в колледже выполняет уникальную индивидуальную функцию по удовлетворению потребностей восприятия студентов колледжа, стимулированию творческой силы, формированию благородных эстетических интересов, развитию инновационного потенциала и повышению культурной грамотности.

Abstract: Aesthetic education is an interdisciplinary comprehensive education with profound connotation and multiple educational functions. Aesthetic education in colleges and universities is a concrete plan to implement the fundamental task of cultivating virtues and morality, to lead college students to establish correct aesthetic concepts, to cultivate noble moral sentiments, to shape a beautiful soul and to promote the development of quality education. The core connotation of aesthetic education in colleges and universities is an education based on four dimensions: aesthetics, sentiment, soul, enriching imagination and cultivating innovative consciousness, with art education as the main carrier and immersion teaching as the basic way. Compared with moral education, intellectual education, physical education and labor education, college aesthetic education has a unique individual function in satisfying college students' perceptual needs, stimulating creative power, shaping noble aesthetic interests, cultivating innovative potential and improving cultural literacy.

Негизги сөздөр: колледж студенттери; эстетикалык тарбия; теориялык коннотация; структуралык функция; көркөм билим берүү.

Ключевые слова: студенты колледжа; эстетическое воспитание; теоретическая коннотация; структурная функция; художественное образование.

Keywords: College students; aesthetic education; theoretical connotation; structural function; art education.

In the all-round talent training in colleges and universities, aesthetic education is a hot topic in domestic academic research. It is not only a teaching task that needs to constantly improve the quality in practical activities, but also a theoretical problem to be further studied and explained on the basis of deepening practical activities. In order to effectively carry out aesthetic education teaching in colleges and universities, and accurately and scientifically grasp the direction and boundary in actual teaching, it is necessary to make a comprehensive and scientific explanation of its connotation and individual function from the academic level. In order to effectively carry out aesthetic education teaching in colleges and universities, and accurately and scientifically grasp the

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I. Connotation Interpretation: Aesthetic Education in Universities

Aesthetic education is put forward in the overall environment of strengthening and improving the aesthetic education in schools, in the process of further strengthening the aesthetic education and educating people in schools at all levels, especially in the context of building an all-round education system for moral, intellectual, physical and artistic education.

In the early 20th century, since the educational idea of "five educations"[1] in school education was put forward, "aesthetic education has officially become an important part of China's education"[2]. Since entering the new era, the position of the theory of "five educations" has been significantly improved in China's educational policy. However, the academic research on aesthetic education is not deep enough, and even there are differences in the connotation of aesthetic education. These theoretical puzzles have affected the practical effect of aesthetic education activities to a certain extent, so it is particularly important to clarify the connotation of aesthetic education from the theoretical level. What exactly is college aesthetic education? Generally speaking, aesthetic education in colleges and universities is an education based on the laws of education and the growth of college students, with the improvement of aesthetic ability and humanistic quality as the goal, with art education as the main carrier and immersion teaching as the basic way, focusing on aesthetics, sentiment, soul, enriching imagination and cultivating innovative consciousness. There are broad and narrow differences between the carrier and the form of aesthetic education in universities. It is precisely because of the difference between the carrier and the form that the concept of aesthetic education in universities is divided into broad and narrow sense. In fact, this difference is also a process in which the concept of aesthetic education gradually evolves from narrow sense to broad sense. Aesthetic education in a narrow sense only refers to art education, "which is mainly realized through art courses, appreciation of classic works, teaching of artistic skills and exhibition activities"[3]. The carrier of education mainly includes music, art, dance, drama, traditional opera, film and television and other art courses, and these art disciplines have the characteristics of boasting about disciplines. However, this leap and the sense of discipline boundary almost exist at the same time, that is to say, aesthetic education in a narrow sense has the characteristics of single discipline training, so the coordination between courses carrying aesthetic education in a narrow sense is relatively low.

With the in-depth development of the teaching reform of aesthetic education, the disciplines and courses of aesthetic education have broken through the narrow sense of art education, and the courses are no longer limited to art courses. Art courses are not the only carrier of aesthetic education, and their role in aesthetic education is limited. It is an extremely complicated comprehensive engineering and artistic process to improve college students' aesthetic concepts, cultivate their moral sentiments, mold their beautiful hearts and create incentives. Only a few courses in art disciplines can not achieve the expected results. Moreover, the educational function of art courses needs the assistance of other courses. Therefore, without education, we can't confine ourselves to the teaching of art courses, and we also need the help of interdisciplinary course's value in aesthetic education.

It is precisely because of the lack of function of art education in aesthetic education in a narrow sense that interdisciplinary aesthetic education has been put forward in time. Aesthetic education in a broad sense is relative to the whole aesthetic education curriculum system of the school, and it can also be said to be relative to the education of "non-art" subjects. Aesthetic

education in schools is a systematic system, and its educational approaches and methods are diversified. In October, 2020, the general offices of the General Office of the Central Committee of the CPC and the State Council issued Opinions on Comprehensively Strengthening and Improving Physical Education in Schools in the New Era and Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era, proposing the concept of "disciplinary integration", that is, the integration of aesthetic education, moral education, intellectual education, physical education and labor education. "There are differences between disciplines, but their internal unity is common. "[4]By crossing the boundaries of disciplines, we should fully tap and integrate the rich aesthetic education resources contained in different disciplines, and form an aesthetic education pattern in which discipline teaching, aesthetic education practice and campus culture are coordinated. Aesthetic education in a broad sense emphasizes that "the education of cultural understanding, aesthetic perception, artistic expression and creative practice is the whole content and process of aesthetic education"[5] through artistic cultivation and practical experience. In the process of aesthetic education teaching in higher education, art education is only the main form of aesthetic education, or it is an important part of aesthetic education. Therefore, modern aesthetic education in colleges and universities is a systematic education that infiltrates art education in different disciplines and in all aspects of school education.

II. Individual function: the main function of college aesthetic education

The function of aesthetic education in improving college students' comprehensive ability is the embodiment of the intrinsic value of aesthetic education. The educational function of aesthetic education lies in that it can effectively meet the basic needs of college students to improve their aesthetic ability and promote their all-round development. From the perspective of the perfection of aesthetic system structure, the individual function of aesthetic education to college students' education and training is mainly reflected in perceptual needs, creative motivation, aesthetic interest, innovation potential, cultural literacy and so on.

1. Meet perceptual needs

The need at the level of perceptual activities is a conscious reflection of people's intrinsic value and the necessary external conditions for their social survival and development. For example, people's needs for intuitive experience such as "feeling (sense organs), perception, imagination, emotion and intuition"[6] belong to perceptual needs. On the one hand, the perceptual needs of different forms, levels and ranges create the expected tension for a certain goal, on the other hand, the concretization of the actual tension between aesthetic needs and aesthetic ability promotes the development of college students' comprehensive ability of "five educations" from opposite directions, and realizes the value of students' subjective existence. Feeling, intuition and perception in college students' personal perception system; Natural beauty, social beauty and artistic beauty in the social mass life system, these pursuits and needs jointly construct the realm of college students' internal and external aesthetic education system. There is a positive relationship between the satisfaction of college students' practical needs for building awareness of their personal internal and social external perceptual systems and their personal sense of acquisition and identity, which means that the satisfaction of their perceptual needs can greatly promote the all-round development of college students' personality and other aspects. On the other hand, if college students' perceptual desire is not reflected, they will be sleepy and troubled in the spiritual world. If this negative emotion guided by aesthetic ability and perceptual will is not channeled, it will weaken students' enthusiasm for learning and even hinder students' creative ability to some extent. The theory of contemporary education holds that if college students' aesthetic value orientation tends to be vulgar,

their world outlook and methodology will be seriously affected, which will eventually lead to the decline of college students' life and life value. With the great improvement of the quality of material life, the perceptual needs of modern college students to receive education are more prominent than before, and the degree of perception of social life is more profound. These emotional changes are usually embodied in the willingness of college students to be respected and recognized, the enrichment of perceptual knowledge, and the psychological expectation of self-improvement.

2. Stimulate creative motivation

Perceptual cognitive motivation is an internalized, non-external intervention germinal force for college students, which plays an important role in their growth, progress and self-improvement. The growth of college students needs not only the promotion of external educational forces, but also the promotion of students' own internal strength and internal perceptual cognitive motivation. As independent individuals, college students need to internalize external educational resources and motivation into voluntary motivation, and turn unstable random motivation into internal motivation with certain controllable attributes, which is the internal need for college students to realize their self-worth. Perceptual cognitive power can fully meet the needs of internalizing the driving force of college students, produce the internal driving force of perceptual pursuit, and form a powerful perceptual force with endogenous power to promote the progress of the subject and promote the self-improvement of the university. As long as the individual college students form the internal driving force of perceptual cognition, they will generate internal forces to promote individual automatic learning and continuous self-improvement.

The stimulation of perceptual cognitive motivation to college students' creative vitality is actually the activation of their subjective strength. The creative vitality of college students mainly refers to the ability of creative activities and creative thinking, which is the externalization of college students' self-improvement ability. The mobilization of creativity and initiative is related to the willpower of the actor's own ideological activities. When college students' vision is limited in a narrow range, their spirituality disappears, their thinking is dull [7], their cognitive thinking is in a latent mode, and their initiative creative spirit is in a state of being suppressed and bound, they will lose their dominance and lead to the lack of creative spirit. When students' perceptual cognitive thoughts are inspired, their cognitive concepts are transformed, and the external and internal constraints are eliminated in cognitive thinking, highly active thinking and relaxed mental state can produce strong cognitive tension, fully stimulate the inner development desire of college students, and thus provide belief support for their own continuous development and growth.

3. Shape noble aesthetic interest

Spiritual education advocates a high degree of unity between ideological cognition and practical activities. It is a dynamic process of integrating internal thoughts and external activities, and it is not a static and one-sided content combination education. From the logical point of view, spiritual education includes the acquisition of perceptual knowledge, the cultivation of emotional world and individual will, and the externalization of spiritual behavior. The composition of spiritual education not only needs to form scientific cognition, but also cultivate firm will and belief, and externalize internal needs into practical activities in a specific period. College students get the information of warm mind and internalize it in their own knowledge system. If they show their aesthetic interest, they need the transformation of perceptual cognitive mechanism, which is the key link to transform it into behavior, and the basis to ensure that cognition and behavior are finally consistent and eventually rise to artistic aesthetic character. For any kind of aesthetic artistic character, the most important thing is to arouse the motivation of college students to practice this

character. The direct object of spiritual education is the ideological concept and aesthetic realm of college students, and the basic task is to arouse the enthusiasm of college students' behavior. From the perspective of goal and result, the content and methods of aesthetic education are all process-oriented. Changing college students' ideological concept and satisfying their perceptual cognitive needs are the means to stimulate their noble aesthetic interest and promote the expected aesthetic behavior. In a word, spiritual education is mainly to transform the selected aesthetic art resources into aesthetic art power, improve the aesthetic interest and perceptual cognition of college students, guide their aesthetic direction, and mobilize their artistic appreciation taste, so as to achieve the educational goal of improving the comprehensive quality and ability of universities.

4. Cultivate innovation potential

College students are one of the main forces in the future social development. They have potential power to promote social development and great creativity. The development of college students' creative potential is related to the formation and development of their innovative consciousness. The innovative spirit of college students can stimulate great innovation power and promote the development and formation of their innovative ability. The value significance of this innovative spirit to creativity lies in that it can break the original stable equilibrium state, push college students to change their ideological barriers and old-fashioned thinking patterns, moisten their pioneering and exploring hearts, adjust their habitual behavior patterns, promote college students to creatively learn and transform their knowledge, and constantly develop their creative and developmental abilities in the process of creative learning and practice. In the process of aesthetic education with art education as the main channel, college students' creative thinking can be fully mobilized and their creative spirit can be well developed. Students are inspired and educated in a subtle way to promote their physical and mental health and personality perfection" [8]. In other words, the art education environment has a potential impact on college students' innovative ability. Therefore, as one of the value pursuits of aesthetic education, the innovative spirit cultivated deliberately can effectively promote the development of college students' creative ability.

5. Improve cultural literacy

While cultivating potential, college aesthetic education enables college students to gradually form and continuously develop their own aesthetic and cultural abilities, and enables them to comprehensively learn the excellent human culture through multi-artistic appreciation. The content, method and inner spiritual pursuit of aesthetic education in universities are of great help to the promotion of cultural literacy in universities, which is mainly manifested in overcoming the fetters of thinking, creating new values and creating conditions for cultural inheritance.

College aesthetic education can accelerate college students to overcome decadent elements in ideology and culture, transform backward traditions that hinder cultural innovation, and vigorously promote the continuous development of cultural heritage that represents the direction of new culture in college students' thinking world. In other words, college aesthetic education can not only directly strengthen the ability of college students to learn and internalize advanced culture, but also indirectly promote the improvement of college students' cultural literacy by changing the cognitive thinking mode and removing the ideological fetters of decadent culture. The function that college aesthetic education can improve college students' cultural literacy is closely related to the innovative nature of college aesthetic education. Aesthetic education in colleges and universities promotes college students to actively understand and handle the dynamic relationship between traditional excellent culture and contemporary culture, and to understand and handle the mutual

learning relationship between domestic and international cultures. Correctly handling the relationship between cultures means adopting a critical and inherited attitude towards different periods and regional cultures, and on this basis, constantly innovating the knowledge composition of its own cultural system. The promotion of college students' cultural literacy can not be separated from the innovative study of culture. Aesthetic education in universities advocates creative inheritance and innovative development, which reflects the characteristics of the times and is essentially different from the original cultural lag culture.

The idea of "Five Education" attaches great importance to the all-round development of moral, intellectual, physical, aesthetic and labor education in the new period, and is a significant development in cultivating students' ideas. The integration of the five educations is an innovation in educational methods on the basis of balanced educational resources. For physical education, intellectual education, moral education and labor education, aesthetic education is a comprehensive education with another dimension. It is an education that carries noble sentiment education, beautiful soul education, sound personality education and so on. It is an education that cultivates, edifies and cultivates people imperceptibly and promotes physical, mental and healthy development. Aesthetic education is different from moral, intellectual, physical and labor education, which has its own unique educational value and function. Therefore, aesthetic education can only complement and promote each other with the other four levels of education to achieve the goal of collaborative education.

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