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Exploring the Value and Practice Path of Integrating Ecological Aesthetic Education into Art and Design Majors in Shanxi Universities

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Abstract

In addition, 440 survey questionnaires were distributed in this study, and after data analysis using SPSS software, the following research conclusions were drawn: firstly, the vast majority of teachers and students believe that there are problems in the curriculum of art and design majors and support the introduction of ecological aesthetic education concepts. Secondly, through questionnaire survey and statistical analysis, it can be concluded that the integration of ecological aesthetic education can effectively improve the aesthetic ability and innovative awareness of art and design majors.Finally, this study proposes corresponding teaching design and constructive suggestions for integrating ecological aesthetic education based on teaching practice.

Keywords: ecological aesthetic education, artistic design, aesthetic ability

1. Introduction

This study focuses on the inherent problems in the curriculum of art and design majors, and analyzes the role of integrating ecological aesthetic education in the current era for art and design majors. It mainly explores the impact of integrating ecological aesthetic education on students' aesthetic ability, innovation awareness, and professional skills, and analyzes the practical path of integrating ecological aesthetic education into art and design majors.

2. Literature Review

The Influence of Ecological Aesthetic Education on Aesthetic Ability.

Some scholars have found that ecological aesthetic education can promote the improvement of aesthetic education.Zheng Fuxing and Guo Qiang (2022) can effectively enhance students' aesthetic abilities through the practice of ecological aesthetic education.Some scholars have found that ecological aesthetic education can bring enormous benefits to students' creative thinking and environmental

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awareness.Gu Qingsheng found in his research that the natural environment and ecological art works created by ecological aesthetic education are helpful in enhancing students' imagination and creativity. And stimulate students' awareness and sense of responsibility in protecting the ecological environment. In this research direction, the focus is on how ecological aesthetic education can enhance individuals' environmental awareness and creativity by expanding their perceptual abilities (Yang Jun, 2021).Some scholars have shown that ecological aesthetic education can be achieved through multiple perception patterns. It can promote the emergence of aesthetic diversity. Li Xinsheng (2015) pointed out in his research that compared to traditional aesthetic education, ecological aesthetic education emphasizes a shift towards ecological consciousness, and enables students to experience beauty in a diverse way from three aspects: their own body and mind, natural environment, and social resources, thereby cultivating diverse aesthetic cognition and abilities. This type of research emphasizes the importance of multiple perceptions, attempting to integrate multiple senses and promote the diverse aesthetic perception and cognitive process of individuals in the ecological environment.Ding Yongxiang (2005) pointed out in his research that ecological aesthetic education can achieve harmony in the relationship between humans and nature, while also stimulating individual artistic innovation ability, cultivating personalized aesthetic knowledge and style. In this research direction, the main focus is on the perception and experience of individuals in ecological aesthetic education towards the depth of nature, and on how to stimulate individual innovation ability and expand the application value of aesthetic cognition based on this foundation.

The impact of ecological aesthetic education on innovation awareness.

Environmental protection is an important issue currently facing society. Ecological aesthetic education can stimulate students' awareness of protecting the environment and ecology, and enhance their environmental awareness and sense of responsibility.Chen Qian of Nanjing University and others found in the experiment that students' environmental awareness, environmental behavior and relationship with nature have been improved through the study of ecological aesthetic education courses. They explored how ecological aesthetic education courses affect students' environmental protection behavior, and found that learning ecological aesthetic education courses can improve students' awareness of environmental concerns, Conformity, sense of subjective control, sense of social responsibility, and willingness to take environmental protection actions (Guo Yuelan, Chen Qian, 2020).Ecological aesthetic education can enable students to experience the beauty of art from diverse natural elements, expand their aesthetic perspective, and improve their appreciation of

beauty.Multiple studies at home and abroad have found that through ecological aesthetic education, students' aesthetic ability, artistic appreciation, and creativity have been improved (Zhou Fusheng, Huang Yifan, 2022). Zhang Yu conducted an experimental study on ecological aesthetic education, which showed that in the course of ecological aesthetic education, students develop their ability to appreciate and feel art by perceiving the beauty of nature. At the same time, they have more shining points in painting creation, and they also demonstrate more depth and breadth of thinking when describing their own creations (Zhang Yu and Zhong Yanling, 2022). Therefore, ecological aesthetic education has a positive impact on expanding students' aesthetic horizons and improving their appreciation of beauty.Ecological aesthetic education can enable students to generate innovative imagination and inspiration in the natural environment, providing them with broader space and richer materials for their innovative abilities.The research conducted by Huang Jiying and Du Peng (2021) shows that the combination of ecological aesthetic education and innovative education can stimulate students' innovative spirit and imagination, and improve their divergent and creative thinking abilities. Ecological aesthetic education can enable students to feel beauty when exposed to nature, which can be transformed into personal aesthetic emotions. This emotion will further stimulate students' innovation ability, providing motivation and support for their innovative thinking and behavior. At the same time, ecological aesthetic education can also provide a wider range of practical materials and scenarios for innovative education, thereby better enhancing students' innovative literacy and practical abilities.

3. Methods

The research questions of this study include the following three aspects: 1. How do students and teachers perceive the integration of ecological aesthetic education into the teaching of design majors in higher education institutions? 2. What is the significance of integrating ecological aesthetic education into the teaching of design majors in higher education institutions? Can it effectively improve students' aesthetic ability, innovative awareness, and professional abilities? How to integrate ecological aesthetic education into the teaching of design majors in higher education institutions, and how should teaching design be carried out?

In response to research question 1, this study used questionnaire survey and statistical analysis methods to compile relevant questionnaires to investigate and statistically analyze students' and teachers' views on the integration of ecological aesthetic education into design majors in higher education institutions. Their views were

presented in the form of statistical tables. In response to research question 2, this study used a combination of questionnaire survey, statistical analysis, and experimental methods to analyze whether incorporating ecological aesthetic education would have a significant positive impact on students' aesthetic ability, innovation awareness, and professional ability, thereby demonstrating the value of incorporating ecological aesthetic education concepts into design majors in higher education institutions. Finally, this research adopts the Action research method. Through classroom practice and practical experience of teaching work, we have obtained rich first-hand materials and put forward constructive suggestions and reasonable teaching design for the integration of college design majors into ecological aesthetic education based on the Action research method.

3.1Questionnaire survey method.

3.1.1Investigation and Design of the Problems in the Curriculum of Art and Design Majors and Their Attitudes towards Integrating Ecological Aesthetic Education

In this study, the researchers used university teachers and students as examples to analyze their opinions on the current curriculum and the integration of ecological aesthetic education into teaching. A total of 480 questionnaires were distributed by the researchers at Shanxi Media College and Shanxi Art Vocational College. After excluding invalid questionnaires, 440 effective questionnaires were retained, and the effective recovery rate of the questionnaire exceeded 90%. By conducting a questionnaire survey of teachers and students from both A and B schools, we aim to understand the main problems that exist in art major courses in universities and their attitudes towards integrating ecological aesthetic education into the curriculum, laying a solid foundation for subsequent empirical analysis.

3.1.2Design of a questionnaire survey on the effectiveness of integrating ecological aesthetic education into university teaching

The questionnaire survey was carried out by combining Stratified sampling and random sampling. Stratified sampling means that the sampling level is divided into three levels, the first level is school, and school A and school B respectively select 340 students to distribute questionnaires. The second layer is the class, which lists the art and design major classes of the school one by one and encodes them from small to large. Half of them are selected as the selected classes, and SPSS random data generator is used for class extraction to achieve the second layer. List all student student IDs in the second layer one by one, and use SPSS random data generator to finally obtain the survey subjects for this study.

After obtaining the student ID of the survey subjects, this study used an email to send a questionnaire star to fill in the address and set a

certain reward. After the students filled it out, they used the questionnaire star software to collect and evaluate the quality of the questionnaire. In the end, 644 valid questionnaires were collected, with an effective recovery rate of over 90%.

Ecological Aesthetic Education Scale

This study aims to find a mature scale to measure students' ecological aesthetic education literacy. After extensive literature review and comparison, this study ultimately referred to the scale proposed by Yu Guosheng (2018) to design the ecological aesthetic education scale for this study.

Aesthetic Ability Scale

This section used a questionnaire to test the aesthetic abilities of students who have integrated ecological aesthetic education and those who have not, and used statistical analysis methods such as regression analysis to analyze the impact of whether or not to integrate ecological aesthetic education on students' aesthetic abilities. Therefore, the selection of aesthetic ability scales will directly affect the final results of this study. After comparison, this study ultimately selected Dan et al. to develop and validate the Aesthetic Ability Scale in 2021. The development purpose of this scale is to measure the level of individual aesthetic ability. The scale consists of four dimensions: auditory, visual, imaginative, and audiovisual. Each dimension has 5 related questions, totaling 20 test questions.

Scale of innovation awareness

For the measurement of innovation awareness, the researchers selected mature scales from existing research. The scale uses the Likert five point scale to measure students' innovation awareness, so it is necessary to analyze the reliability and validity of the data. The complete survey questionnaire selected and produced in this study is shown in the appendix of the article. This research institute selects the scale proposed by Liu Jing (2021) and measures students' innovation awareness scores from three dimensions: practical innovation, extracurricular innovation, and innovative thinking awareness.

3.2experimental design

The subjects of this experimental study are two classes in A school, namely the control group and the experimental group. The reason for choosing A school is that the researchers work here, so conducting experimental research is more convenient.

This study will use experimental methods to analyze the impact of integrating ecological aesthetic education concepts on the professional performance of art majors in universities. The analysis will include two classes, namely the experimental group and the control group. The researchers will rely on the college's professional

exams, and the college will conduct tests on two classes of students at the end of February 2022, mid April 2022, and the end of May 2022, including the opening test, mid-term test, and final test, According to the chronological order, the pre test dataset, mid test dataset, and post test dataset are formed. This study will examine the impact of integrating ecological aesthetic education concepts on the professional abilities of art majors in universities by comparing the average scores of the pre, middle, and post tests, experimental groups, and control groups. Firstly, this study will compare the professional performance of the control group and the experimental group in the pre test, and the expected result is that there is no significant difference. This indicates that there is no significant difference in the professional level between the control group and the experimental group before integrating into ecological aesthetic education. Secondly, this study will use pre test, mid test, and post test data from the control group to compare the difficulty of the three exams. The expected result is that there is no significant difference in the three test scores of the control group, indicating that the difficulty of the three exams is similar, and further controlling for variables. Once again, this study will compare the performance of the control group and the experimental group in both the mid test and post test. The expected result is that the average score of the experimental group in both the mid test and post test is significantly higher than that of the control group, indicating that the integration of ecological aesthetic education has a strong improvement effect on students' professional abilities. Finally, this study will use paired sample T-tests to compare the average scores of the experimental group's front and middle tests, middle tests, and post tests, further proving that the integration of ecological aesthetic education has a significant positive impact on the professional abilities of art majors in universities.

3.3action research

During the six-month teaching period, researchers focused on four majors including visual communication, environmental design, industrial design, and arts and crafts design. Through classroom practice, practical teaching experience, emotional goal design in teaching cases, artistic classroom teaching design, and achievement of emotional goals in the teaching process, they obtained rich first-hand information. On the basis of obtaining first-hand information, design relevant cases of integrating ecological aesthetic education, and provide constructive suggestions for integrating ecological aesthetic education into art majors in universities.

4. Results and Discussion

4.1Research and Analysis on the Problems in Curriculum and Attitudes towards Integrating Ecological Aesthetic Education

Overall, among the items that support the integration of ecological aesthetic education into art and design courses, the mean of 440 respondents is 4.01, which is greater than 3, indicating that their average attitude is relatively consistent with this option. From the survey data, it can be seen that the vast majority of students and teachers agree and support the integration of ecological aesthetic education into the classroom of art and design students.

In summary, from the average score of the questions, it can be seen that the majority of students and teachers believe that there are problems with the current art and design courses and that changes need to be made. Secondly, the vast majority of students and teachers agree that the cultivation of aesthetic ability, innovative awareness, and professional skills is crucial for art and design students, so curriculum design should focus on cultivating these abilities. Finally, most teachers and students believe that the current curriculum does not effectively cultivate their aesthetic ability, innovation awareness, and professional skills, and is not conducive to their job search after graduation. Therefore, the curriculum needs to be changed.

4.2Empirical Analysis on the Teaching Effect of Integrating Ecological Aesthetic Education into Design Majors in Universities

The regression results show that integrating ecological aesthetic education concepts can significantly improve students' aesthetic ability and innovation awareness, which is very important for students majoring in art and design.

4.2.1Regression analysis of ecological aesthetic education with overall aesthetic ability as the dependent variable

Specifically, when looking at the coefficient, one control variable such as extracurricular tutoring experience in Model 1 is significant, and the corresponding B coefficient is positive. This is different from the results of the previous four regressions, mainly because men are significantly stronger than women in terms of imaginative aesthetic ability. However, in terms of auditory, visual, and audiovisual dimensions, women are significantly stronger than men. Ultimately, women are significantly stronger than male students in terms of overall aesthetic ability. Gender has a significant impact on students' aesthetic ability. On average, male students' overall aesthetic ability is significantly weaker than female students, with an average score of 0.121 points lower. Secondly, students with extracurricular tutoring experience generally have significantly stronger aesthetic abilities than those without relevant experience, with an average score of 1.054 higher. In Model 2, two variables such as gender and

extracurricular tutoring experience still have a significant impact on the overall aesthetic ability of the dependent variable students. Finally, the corresponding B value of integrating ecological aesthetic education is 1.275, and the P value is less than 0.05, indicating that integrating ecological aesthetic education has a significant positive impact on the overall aesthetic ability of the dependent variable students. The overall aesthetic ability of the samples integrating ecological aesthetic education teaching concepts is 1.275 points higher than the samples not integrating ecological aesthetic education, indicating a significant impact. The overall aesthetic ability of undergraduate students is slightly higher than that of vocational students, but there is no significant difference.As shown in the table, Table 1.

Table 1. Regression results table with overall aesthetic ability as the dependent variable

variable	model 1		model 2	
	B	**standard deviation**	**B**	**standard deviation**
control variable				
constant	3.187	0.125	2.375	0.251
male	-0.121*	0.064	-0.129*	0.075
Bachelor degree or above	0.018	0.179	0.016	0.168
Having extracurricular tutoring experience	1.054***	0.059	1.157***	0.075
undergraduate course				
argument				
Integrating into the ecosystem			1.275***	0.063
F	7.214***		16.482***	
P	0.000		0.000	
AdjR2	0.135		0.285	

4.2.2 Regression analysis with overall innovation awareness as the dependent variable

Specifically, in Model One, the three variables of parents' education level, extracurricular tutoring experience, and school category are significant, and the corresponding B coefficients are all positive. This indicates that, firstly, the education level of parents has a significant positive impact on the innovation awareness of art and design majors. Students with parents' education level above undergraduate level

have significantly stronger thinking awareness than students with education level below undergraduate level, with an average score of 0.374 higher. Secondly, students with extracurricular tutoring experience have significantly stronger thinking awareness than those without relevant experience, with an average score of 1.254 higher. In addition, the thinking awareness of undergraduate students is significantly stronger than that of vocational college students. In Model 2, there is still a significant impact of three variables: parental education level, extracurricular tutoring experience, and school category on the overall innovation awareness of the dependent variable students. Finally, whether or not to integrate ecological aesthetic education concepts corresponds to a B value of 1.671, with a P value less than 0.05, indicating that integrating ecological aesthetic education concepts has a significant positive impact on the overall innovation awareness of dependent variable students. The overall score of innovation awareness of students integrating ecological aesthetic education concepts is 1.671 points higher than the average score of the sample without integration, indicating a significant impact.

4.2.3 Analysis of the Impact of Integrating Ecological Aesthetics Education on the Professional Achievements of College Students

This study will use experimental methods to analyze the impact of incorporating ecological aesthetic education concepts on the professional abilities of art and design majors in universities. The analysis will include 8 classes, covering 4 professional categories, namely visual communication, environmental design, industrial design, and process design. Select two classes in each major category, namely the experimental group and the control group. The author uses his three test scores in the second semester of 2022 as the measurement index of professional ability. The preliminary test of professional ability in September 2022, the Midterm exam in mid November 2022, and the Final examination in January 2023 form pre-test dataset, midterm dataset, and post test dataset according to the time sequence. The difference between the experimental group and the control group is that after the completion of the professional ability test, the experimental group integrates the ecological aesthetic education concept into the daily teaching, focusing on the cultivation of students' ecological aesthetic concept, etc., until the end of the Final examination of this semester, while the control group does not integrate the ecological aesthetic education concept from beginning to end, and adopts the traditional art design professional teaching methods. This chapter can be mainly divided into five parts. The first part is the comparison of the pre test scores between the experimental group and the control group. The main purpose of this part is to demonstrate that the original professional ability levels of

the students in the experimental group and the control group are similar. The second part is a comparison of the test scores between the experimental group and the control group. At this time, the experimental group students have been undergoing professional teaching that integrates ecological aesthetic education concepts for about 2 months, while the control group students are still receiving traditional professional teaching. This part predicts that the professional test scores of the experimental group students are significantly higher than those of the control group students, indicating that integrating ecological aesthetic education concepts can help improve students' professional skills. The third part is the comparison of post test scores between the experimental group and the control group. At this time, the students in the experimental group have been receiving professional teaching that integrates ecological aesthetic education concepts for about five months. It is predicted that the professional exam scores of the experimental group are significantly higher than those of the control group, further indicating that integrating ecological aesthetic education concepts has a significant effect on improving students' professional and technical abilities. The fourth part is a comparison of the difficulty levels of the three tests, indicating that the difficulty levels of the three tests are basically the same, but the knowledge progress involved is different. This study collected data from students in the control and experimental groups using three different exam scores at the beginning of September, the end of November, and the end of January 2022. The purpose of this section is to determine that the difficulty of the test papers for the three professional tests is the same, and to avoid affecting the results of the independent sample T-test in the first three parts due to the different difficulty of the test papers. The implementation method is to compare the scores of the control group on these three test papers for any significant differences. Since the control group consistently adopts traditional professional teaching methods, if there are no significant differences, it can be said that the difficulty of the test papers is consistent, and the results of the first three parts have credibility. The fifth part mainly compares the scores of the experimental group in the pre, middle, and post tests. This part is essentially a robustness test of the first three parts. The paired sample T-test method is used to analyze the changes in the professional skills of the experimental group over time, which can also reflect the important role of integrating ecological aesthetic education concepts in improving students' professional skills.

4.3 Path Analysis and Interview Analysis of Integrating Ecological Aesthetic Education into College Curriculum

From the perspective of teaching content, the content of aesthetic education work is to solve the problem of college students' three

perspectives. There are similarities in the educational content of ecological aesthetic education and aesthetic education in design universities. Firstly, ecological aesthetic education helps college students establish more scientific ecological aesthetics and values; Secondly, ecological aesthetic education can help improve the moral quality of college students' citizens. To achieve the comprehensive development of talents, thereby promoting the goal of quality education. Ecological aesthetic education for college students has profound and rich content. It is not just a simple consciousness and action, but a philosophy. Research on ecological aesthetic education for college students will change our understanding and way of thinking about the world.

From the perspective of teaching objectives, aesthetic education is an essential part of the country's comprehensive development of the "moral, intellectual, physical, and aesthetic" education policy. Ecological aesthetic education is in line with the development laws of aesthetic education, rich in infectivity, attraction, and creativity. Ecological aesthetics is the beauty of initiative and participation, and students can develop their body and mind, enhance their spiritual realm, and make it more beneficial for their growth and development during the creative process. In order to promote the development and improvement of aesthetic education.

Ecological aesthetic education transcends the old Binary opposition between materialism and Idealism, and places it in human life itself, giving this thought a deeper meaning - human freedom and human comprehensiveness. It promotes the comprehensive and sustainable development of students.

Strengthen ecological aesthetic education in design majors. The future professional characteristics of design majors and educatees determine that they must accept more systematic aesthetic education at the level of Zeitgeist. Specific majors should carry out targeted ecological aesthetic education.After a semester of teaching practice, the author conducted in-depth interviews with some students based on the interview outline to further understand their learning experiences and perspectives under this teaching mode, in order to make up for the aspects that were not reflected in the questionnaire.

By summarizing the results of student interviews on five questions, it can be concluded that the majority of students have expressed great adaptability and satisfaction in integrating ecological aesthetic education concepts into the teaching curriculum. At the same time, teachers should pay timely attention to students' learning feedback and make timely adjustments to the teaching design based on the learning situation. Through a comprehensive analysis of the above interview content, the author found that students prefer teaching courses that incorporate ecological aesthetic education concepts.

5. Conclusion

Against the backdrop of the current high attention paid to ecological issues, this article focuses on the inherent problems in the curriculum of art and design majors, and analyzes the role of integrating ecological aesthetic education in the current era for art and design majors. It mainly explores the impact of integrating ecological aesthetic education on students' aesthetic ability, innovation awareness, and professional skills, and analyzes the practical path of integrating ecological aesthetic education into art and design majors.

The core issues discussed in this article mainly include three aspects: firstly, how do students and teachers view the integration of ecological aesthetic education into design major teaching in higher education institutions? Secondly, what is the significance of integrating ecological aesthetic education into the teaching of design majors in higher education institutions? Can it effectively improve students' aesthetic ability, innovative awareness, and professional ability? Thirdly, how to integrate ecological aesthetic education into the teaching of design majors in higher education institutions, and how should teaching design be carried out?

This article first uses questionnaire survey method and statistical analysis method to conduct a survey on current art and design major students and teachers. The purpose of the survey is to analyze the problems existing in the current art and design major curriculum and their attitudes towards integrating ecological aesthetic education. From the results, it can be seen that most teachers and students believe that there are serious problems in the current art and design professional courses, and agree that ecological aesthetic education is integrated into the art and design professional courses. In response to research question 2, this article uses questionnaire survey, statistical analysis, and experimental research methods to analyze the impact of integrating ecological aesthetic education into art and design majors on students' aesthetic ability, innovation awareness, and professional performance. The research results show that integrating ecological aesthetic education into art and design majors can significantly improve students' auditory, visual, imaginative, audio-visual, and overall aesthetic abilities. Integrating ecological aesthetic education into art and design majors can also significantly improve students' innovation awareness, practical skills, and extracurricular innovation. Finally, integrating ecological aesthetic education into the art and design major can significantly improve students' academic performance and enhance their professional skills, which is the value of integrating ecological aesthetic education into the art and design major.

After clarifying the value of integrating ecological aesthetic education into art and design majors, this article explores the path of integrating ecological aesthetic education into courses, analyzes the theory of classroom design, proposes classroom activities that can be carried out and teaching methods that can be used, and uses professional courses as examples to explain the course design of integrating ecological aesthetic education into three majors. Through interviews, the impact of integrating ecological aesthetic education on students is explained.

Based on the results of both qualitative and quantitative research, the author answers the above research question: courses that incorporate ecological aesthetic education have unique advantages and better learning outcomes compared to courses that do not incorporate aesthetic education concepts; Integrating ecological aesthetic education into courses can significantly improve students' aesthetic ability, innovative awareness, and professional performance.

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