

# Research on the Reform of Aesthetic Education in Chinese Language and Literature Majors Based on Digital Technology

Huiai DENG<sup>1</sup>

*School of Literature and Journalism, Xiangnan University, No. 889, Chenzhou Avenue, Chenzhou 423000, China*

**Abstract.** With the rapid development of information technology, digital technology is increasingly infiltrating into various fields, providing infinite possibilities for the teaching reform and innovation of traditional disciplines. As an important carrier for inheriting and promoting Chinese culture, aesthetic education in Chinese language and literature major also needs to keep up with the times, fully leveraging digital technology to achieve dual breakthroughs in the content and form of aesthetic education. This article aims to explore the current situation, practice, challenges, and countermeasures of digital enabling reform in aesthetic education of Chinese language and literature major, in order to provide references for promoting the innovative development of aesthetic education in this field.

**Keywords.** Digitalization, Chinese language major, Aesthetic education

## 1. Introduction

Aesthetic education, as an essential part of the overall educational framework, aims to cultivate students' aesthetic emotions, aesthetic concepts, and innovative spirits through aesthetic activities and artistic creation, thereby promoting their comprehensive development. In the field of Chinese language and literature, aesthetic education is not only concerned with enhancing students' literary appreciation skills, but also about shaping their healthy personalities and fostering profound cultural literacy through the influence of literary and artistic works.

With the rapid development of technology, digital technology has increasingly been applied in the field of education, providing a brand-new perspective and possibility for the reform of aesthetic education [1]. The intervention of digital technology can not only break the temporal and spatial constraints of traditional aesthetic education teaching, enabling the widespread sharing of quality teaching resources, but also stimulate

---

<sup>1</sup> Huiai Deng, School of Literature and Journalism, Xiangnan University, No. 889, Chenzhou Avenue, Chenzhou 423000, China; E-mail: 67176374@qq.com.

This research was funded by: Research on Education Reform of Chinese Language Teaching Major in Local Universities from the Perspective of Aesthetic Education (Grant Number: HNJG-20231157); Research on the Inheritance and Cultural Significance of Linwu Local Opera Language in Chenzhou City (Grant Number: CZSSKL2024183)

students' interest and enthusiasm in learning by innovating teaching methods and forms, and thus enhance the effectiveness of aesthetic education teaching.

This study aims to explore in depth the path and methods of digital empowerment of aesthetic education reform in Chinese language and literature majors. We hope to explore the application strategies and practical effects of digital technology in aesthetic education teaching through in-depth analysis of the connotation and characteristics of aesthetic education, combined with the actual situation of Chinese language and literature majors. At the same time, we will also pay attention to the challenges and problems that may arise during the reform process, and propose corresponding solutions and suggestions.

2. The Advantages of Digital Empowerment in Aesthetic Education for Chinese Language Majors

In the digital age, electronic culture is also reconstructing human aesthetic concepts [2]. With the rapid development of technology, digital technology is gradually infiltrating every aspect of the education field, especially in the aesthetic education domain of Chinese language and literature, where its application and integration have demonstrated tremendous potential and advantages. Details are as follows.

2.1. Resource Sharing Across Time and Space

Through digital platforms such as Xuetang Online, Wisdom Tree, Xuexue Tong, and China University MOOC, students majoring in Chinese language and literature can easily and quickly access rich aesthetic education resources, including literary works, art pictures, audio and video materials, etc.

Table 1. The National Smart Education Public Service Platform offers courses in the Aesthetic Education Column

Course Name	Opening School	Number of course selections (10000 people)	Course start time
College Aesthetic Education (National Level)	South China University of Technology	>28	2021
College Aesthetic Education	Anhui Normal University	>8	2024
College Aesthetic Education	Dezhou University	>5	2024
College Aesthetic Education	Henan University of Economics and Law	>10	2024
Lecture Hall on Aesthetic Education for College Students (Part 1)	Nanjing University	>0.5	2023
Lecture Hall on Aesthetic Education for College Students (Part 2)	Nanjing University	>0.1	2023
The Knowledge and Practice of Aesthetic Education	Qiongtai Normal University	>1	2024
Calligraphy Art in Aesthetic Education	Heilongjiang University of Finance and Economic	>0.1	2024
Confucian Aesthetic Education Concept and Literary Theory Literacy	Qufu Normal University	>0.1	2024

In the National Smart Education Public Service Platform, a special column on aesthetic education has been set up, with 9 courses directly titled "Aesthetic Education" and related to Chinese language and literature (including 1 national first-class course). As for the detailed opening status of various online courses, please refer to the specific statistical data in Table 1 below [3]. Table 1 shows that since 2021, more than 520000 students have registered to study related art education courses. The schools providing online resource courses come from different regions, from 1 in 2021 to 9 in 2024. The course content that students can choose is no longer limited by time and space.

## *2.2. Cross Dimensional Interactive Experience*

Through digital technologies such as projection, VR/AR, and methods like touchscreen and gesture interaction, students can immerse themselves in the virtual scenes and dynamic images of literary works, gaining profound visual experiences. At the same time, combined with voice tours and audio commentary, students can also obtain a more authentic auditory experience, thereby better understanding the background and content of the works. Furthermore, through auxiliary methods such as interactive screens and interactive testing, students can engage in multi-dimensional immersive interactive experiences, deeply recognizing and appreciating the beauty of Chinese culture from multiple perspectives, thereby enhancing their understanding and knowledge of Chinese culture [4].

## *2.3. Student Self-Directed Learning*

With the use of digital technology, students majoring in Chinese language and literature can not only interact with teachers in the classroom for aesthetic learning and education, but also learn related courses on various online learning platforms to receive aesthetic education. Students can engage in self-directed learning based on their personal interests and needs, and flexibly arrange their learning progress according to their own learning mastery. The "online+offline" learning mode allows students to learn not only at school and in the classroom, but also anytime and anywhere using corresponding technological equipment, greatly improving learning efficiency.

## *2.4. Improving Educational Efficiency*

Teachers can better manage pre class teaching, classroom teaching, homework assignment, extracurricular practice, and assessment of students through digital platforms, which can achieve digital portrait construction, accurate diagnosis and evaluation of individual comprehensive quality levels, provide personalized visual diagnostic reports, and provide personalized educational intervention services to different evaluation objects [5]. For example, extracting aesthetic education data from Class 1 of the 2022 Chinese Language and Literature major at Xiangnan University on the Learning Platform website, as shown in Figure 1. Figure 1 shows that all students have completed this part of the learning and overall mastery is good; However, there is a significant difference between the highest (100%) mastery rate and the lowest (33.33%) mastery rate. It is important to promptly identify students with low mastery rates and provide targeted guidance to improve individual aesthetic education effectiveness, thereby enhancing overall educational outcomes [6].

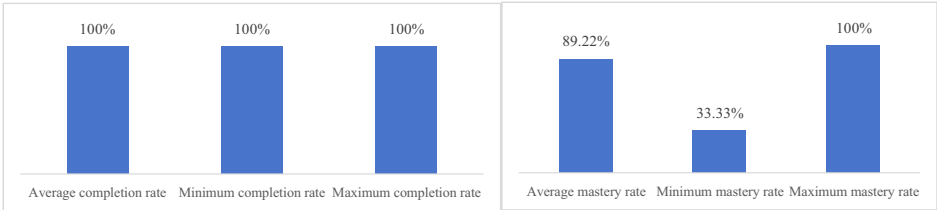


Figure 1. 2022 Class 1 Aesthetic Education Data for Chinese Language and Literature Majors.

3. The New Challenges of Chinese Language Professional Aesthetic Education Based on Digital Technology

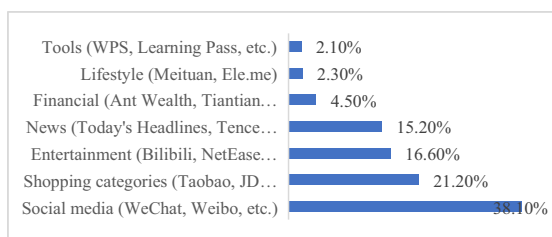
The application of digital technology provides many conveniences for aesthetic education in Chinese language majors, and at the same time, digital technology, as a double-edged sword, also poses new challenges for aesthetic education in the new era. This chapter will discuss the negative impacts of digital enabling aesthetic education from the following four aspects.

3.1. Lack of Firsthand Experience

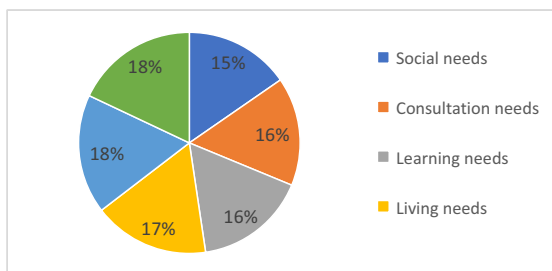
The use of digital technology in aesthetic education does not provide a real experience, which can lead to a lack of firsthand experience and appreciation for real art works among students. Chinese language and literature are full of profound historical and cultural heritage, and their charm often needs to be better understood and appreciated through direct communication between teachers and students and specific cultural environments. The digital learning environment is difficult to fully reproduce the cultural atmosphere of the learning environment, which may affect the transmission of cultural connotations and the cultural experience of students. Overreliance on digital platforms may lead to a fragmented trend in student knowledge acquisition, lacking systematicity and depth [7].

3.2. The Risk of Internet Addiction

Students may become addicted to the games and entertainment functions of digital platforms, which can affect the achievement of aesthetic education goals. Online learning largely relies on students' self-control and learning motivation. Facing various temptations of the internet, maintaining a high level of self-discipline in learning is a challenge for some students [8]. According to the 2021 statistics from the iMedia Data Center, it can be seen that only 21.8% of Chinese university students use the platform for learning, as shown in Figure 2. Therefore, while implementing digital teaching, it is also necessary to find effective ways to stimulate students' learning interest and self-management ability, avoid students becoming addicted to the internet, and avoid students falling into the quagmire of "from immersive aesthetics to anesthetic aesthetics".



a. App usage of Chinese college students in 2021



b. The purpose of using app for Chinese college students in 2021

**Figure 2.** Preferences and Objectives of Chinese College Students Using Platforms in 2021.

### 3.3. Less Communication Between Teachers and Students

Digital learning may reduce face-to-face communication between students and teachers, affecting the formation of an interactive learning atmosphere. Although many online education platforms provide communication tools such as chat rooms and forums, this digital interactive form still lacks real-time and realistic communication compared to face-to-face communication. In terms of emphasizing communication and discussion between teachers and students in the field of Chinese language and literature, the limitations of such interaction may affect the overall effectiveness of education.

### 3.4. Limited Technical Level

Digital based aesthetic education requires both teachers and students to possess certain technical abilities in order to effectively carry out digital teaching. This requires teachers to not only excel in traditional teaching methods, but also to master a certain amount of information technology knowledge, and students also need to master a certain amount of technical knowledge. But the reality is that most teachers and students majoring in Chinese language and literature are not good at such techniques, which is a challenge for many teachers and students [9]

## 4. Measures for Aesthetic Education in Chinese Language Majors Based on Digital Technology

The digitalization of aesthetic education in Chinese language and literature is a future trend. By continuously exploring and optimizing teaching methods, combined with

advanced technological means, various challenges can be gradually overcome, and digital teaching can play a greater role in educating students [10].

#### *4.1. Integrating Digital Resources and Guiding Aesthetic Education*

Integrating digital resources and guiding aesthetic education is an important task in today's educational field. By carefully selecting and organizing digital resources, we can provide students with a rich and diverse aesthetic experience, broaden their horizons, and enhance their aesthetic literacy. In this process, strengthening communication between teachers and students is crucial. Through online and offline interactions, teachers can not only keep abreast of students' learning progress and needs but also provide personalized guidance and assistance tailored to individual differences. This can not only further stimulate students' interest and enthusiasm in learning but also effectively prevent them from being addicted to the internet and cultivate their good online habits. Therefore, integrating digital resources and guiding aesthetic education is of great significance for promoting teacher-student communication and preventing students from indulging in the internet [11].

#### *4.2. Interdisciplinary Cooperation to Enrich the Content of Aesthetic Education*

Promote interdisciplinary cooperation between the Chinese language and literature major and other disciplines such as digital technology, media science, and art, and enrich teaching content and methods. By combining the knowledge of Chinese language and literature with professional skills in digital technology, media studies, art, and other fields, we aim to jointly develop interdisciplinary aesthetic education courses and projects. For example, students majoring in Chinese language and literature can collaborate with students majoring in digital technology to create immersive literary experiences using virtual reality technology; Collaborate with students majoring in media studies to create multimedia displays and transform literary works into film, audio, or interactive media formats; Collaborate with art students to explore the visual expression of literary works and create related art works or illustrations [12]. Such cooperation not only enriches the content of aesthetic education, but also cultivates students' interdisciplinary thinking and collaborative abilities, enabling them to more comprehensively apply the knowledge they have learned in their future work and creation.

#### *4.3. Cultivate Critical Thinking Among Teachers and Students*

Organize literary creation competitions, work exhibitions, and other activities to provide a platform for teachers and students to showcase and communicate, share and exchange with others, and stimulate their learning enthusiasm and creative potential. Cultivate critical thinking skills among teachers and students, guide them to analyze and evaluate digital literary works, and enhance their reading comprehension abilities. Encourage teachers and students to use digital technology for literary creation, such as online novels and micro novels, to cultivate their creativity [13].

To build aesthetic education for Chinese language and literature in the digital era, it is imperative to integrate resources, promote interdisciplinary integration, enhance interactive participation, and cultivate critical thinking and innovative creativity. Additionally, we must be vigilant against anesthetizing aesthetics and address the

challenges posed by students' diverted attention and the digital divide. By overcoming these obstacles, we can achieve high-quality development in aesthetic education, cultivating a new generation of youth with profound humanistic qualities and creativity.

## 5. Conclusions

In the digital age, the aesthetic education of Chinese language and literature majors needs to focus on resource integration and interdisciplinary integration to enrich teaching content and methods. Meanwhile, teachers need to cultivate students' critical thinking and innovative creativity through organizing interactive activities. In this process, it is necessary to be vigilant about anesthesia aesthetics and guide students to think deeply. In addition, we need to address the challenges of student distraction and digital divide, ensuring the efficiency and popularization of aesthetic education teaching. Only in this way can we achieve high-quality development of aesthetic education in Chinese language and literature majors.

## References

- [1] Yue W, Wang XY, Yang YR. Innovating education: building a peaceful, just, and sustainable future - A review of the report "Reimagining our futures together: A new social contract for education". *Modern University Education*. 2022, 38(06): 1-11, DOI:10.3969/j.issn.1671-1610.2022.06.001.
- [2] Liu T, Sun Y, Deng HH. Three Challenges in designing aesthetic education platforms in the digital era. *Media Forum*. 2023, 6(12): 115-117, DOI:10.3969/j.issn.2096-5079.2023.12.035.
- [3] Xia YJ. Exploring issues in implementing and evaluating aesthetic education curriculum in higher education institutions. *Journal of Aesthetic Education*. 2024, 15(2): 1-8, DOI:10.20073/j.cnki.2095-0012.2024.02.001.
- [4] Yuan L, Cao MY. The Potential and limitations of artificial intelligence education evaluation applications. *Education Research*. 2021, 27(5): 4-14, DOI:10.13966/j.cnki.kfjy.2021.05.001.
- [5] Deng J. Incorporating the education of hunan's excellent traditional culture into the innovative practice of college students' lives in the new era. *China Economist*. 2023, (6): 217-218, DOI:10.3969/j.issn.1004-4914.2023.06.102.
- [6] Gu W, Chen YM. A survey and research on the status quo of literary reading among college students in the mobile internet era—taking the survey report of Xiangnan university as an example. *The Guide of Science & Education*. 2020, (23): 185-186, 2020(23):185-186. DOI:10.16400/j.cnki.kjdz.2020.08.088.
- [7] Lin ML, Lin SQ, Lin YL. A study on the influencing factors of mobile phone addiction and self-control among vocational nursing students. *Health Education and Health Promotion*. 2024, 19(01): 40-44, DOI:10.16117/j.cnki.31-1974/r.202401040.
- [8] Hong JW. The value, challenges, and pathways of aesthetic education development in university libraries amidst the era of digital intelligence integration. *Journal of Guangdong Polytechnic Normal University*. 2023, 44(6): 101-107, DOI:10.3969/j.issn.1672-402X.2023.06.015.
- [9] ZHao H, Ma Z, Ma ZX. Research on innovative measures for teaching ideological and political theory courses in universities. *Journal of Longdong University*. 2023, 34(04): 84-88, DOI:10.3969/j.issn.1674-1730.2023.04.019.
- [10] Guo M. Research on the practice of aesthetic education and teaching system construction. *Journal of Suihua University*. 2024, 44(03): 130-132, DOI:10.3969/j.issn.2095-0438.2024.03.041.
- [11] Li EH, Yan MR. The Dilemma and countermeasures of self identity among college students in the internet era. *PR Magazine*. 2023, (22): 188-190, DOI:10.16645/j.cnki.cn11-5281/c.2023.22.035
- [12] Shi HY. Developing creative writing courses in local universities and cultivating talent for the cultural and creative industries amidst the context of transformation and development. *Popular Standardization*. 2021, (3): 92-94, DOI:10.3969/j.issn.1007-1350.2021.03.033.
- [13] Wang ZK, Yang MM. An exploration of the mechanism for integrating China's fine traditional culture into university ideological and political education based on grounded theory. *The Party Building and Ideological Education in Schools*. 2023, (8): 39-41, DOI:10.19865/j.cnki.xxdj.2023.08.011.