
The Influence of Aesthetic Education on Students' Aesthetic Literacy at Tianjin Normal University in China: Mediating Through Aesthetic Interest

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Abstract: *The primary function of aesthetic education is to cultivate college students' aesthetic interest and enhance their aesthetic literacy. It aims to develop aesthetic emotions, shape aesthetic concepts, and improve aesthetic abilities through the content of aesthetic education. This study focuses on the aesthetic literacy of normal university students, who are expected to undertake aesthetic education in primary and secondary schools, as well as in early childhood education, in the future. The research participants are college students from Tianjin Normal University in China. Currently, there are several challenges in cultivating aesthetic literacy among normal university students, including a lack of aesthetic concepts, insufficient aesthetic abilities, a one-sided understanding of aesthetics, and generally underdeveloped aesthetic aesthetics. These issues not only affect the personal development of normal university students but also constrain the quality of their future educational practice. The primary objective of this study is to examine the impact of aesthetic education on the aesthetic literacy of Tianjin Normal University students and to explore the mediating role of aesthetic interest in this process. The findings of this study are expected to provide insights for better supporting normal university students and fostering their accurate aesthetic concepts and aesthetics, which are essential for cultivating competent educators for primary and secondary schools.*

Keywords: *Aesthetic Education, Aesthetic Literacy, Aesthetic Interest*

I INTRODUCTION

Normal universities play a critical role in cultivating future primary and secondary school teachers. Students in these institutions are not only active participants in aesthetic education on campus but also the primary implementers of aesthetic education in future primary, secondary, and early childhood settings. Therefore, investigating the aesthetic literacy of normal university students and analyzing ways to enhance their aesthetic education is both significant and necessary. As the main force of prospective educators, the aesthetic literacy and educational capabilities of normal university students directly influence the quality and effectiveness of aesthetic education in China's basic education system. Conducting in-depth research on their aesthetic literacy can provide insights into students' cognitive levels, aesthetic concepts, and aesthetic emotions.

This study examines various aspects of aesthetic literacy among students at Tianjin Normal University. Beginning with the research background, it analyzes the current development of aesthetic education in society and highlights the necessity of cultivating aesthetic literacy among normal university students. In the contemporary context, aesthetic literacy has become an essential component of nurturing high-quality talent. Given their future roles as educators, the cultivation of aesthetic literacy among normal university students is particularly crucial.

The study also identifies existing challenges in the development of aesthetic literacy, including limited aesthetic concepts, underdeveloped aesthetic abilities, a narrow understanding of aesthetics, and insufficient practical aesthetics. These deficiencies not only hinder personal growth but also limit the effectiveness of future educational practice. On this basis, the research objectives are clarified: to examine the impact of aesthetic education on students' aesthetic literacy and to investigate the mediating role of aesthetic interest. The study further proposes research hypotheses and defines its scope.

The theoretical and practical significance of this research is also emphasized. The study contributes to a deeper understanding of how to cultivate aesthetic literacy among normal university students and provides theoretical support for reforms in teacher education in China. Additionally, it aids in improving students' aesthetic literacy, thereby promoting their comprehensive development. Key terms are clearly defined: aesthetic education refers to educational activities that cultivate and enhance individual aesthetic abilities through aesthetic instruction, cultural inheritance, and related practices; aesthetic interest denotes an individual's enthusiasm and active participation in aesthetic activities; aesthetic literacy encompasses the comprehensive qualities of aesthetic consciousness, expression, experience, and creation developed during aesthetic education.

Furthermore, this study explores the interrelationships between aesthetic education, aesthetic interest, and aesthetic literacy, revealing their inherent connections and providing a theoretical foundation for subsequent research. Based on these insights, it examines strategies to enhance students' aesthetic literacy by optimizing aesthetic education and fostering aesthetic interest. Such research holds practical significance for improving the quality of aesthetic education in primary and secondary schools and for nurturing educational talent with comprehensive aesthetics. Continuously improving the aesthetic literacy and educational competence of normal university students is essential for advancing China's basic education system and cultivating capable, well-rounded future educators.

II PROBLEM STATEMENT

There are several prevalent issues regarding the aesthetic literacy of normal university students.

Students' understanding of aesthetics is often one-sided and limited, and their aesthetic abilities are generally underdeveloped. The one-sidedness and narrow scope of aesthetic comprehension refer to the inability to fully grasp the breadth and depth of aesthetic knowledge, resulting in only superficial understanding. This incomplete grasp can lead to distorted perceptions of aesthetics and insufficient engagement with aesthetic content (Qian, Sui & Zhou, 2022).

The broader social environment in China also contributes to this issue. The prevailing utilitarian mindset has led to a limited understanding of aesthetic education, which is often undervalued in many contexts. As a result, aesthetic education tends to be treated as a secondary or non-essential subject, leading to insufficient attention and support for its development, and exacerbating the problem of low-level aesthetic literacy among students (Wang, 2021). Within family education, parents often prioritize academic performance over aesthetic cultivation, resulting in minimal aesthetic exposure in the home environment. Parents' limited awareness of the importance of aesthetic education diminishes their ability to foster aesthetic development in their children (Du, 2021).

In universities, the limitations of aesthetic education further restrict students' access to comprehensive aesthetic learning and contribute to suboptimal educational outcomes. One critical factor is the uneven quality of aesthetic education teachers. The educational backgrounds of these teachers vary considerably, with some lacking the necessary qualifications to meet the demands of university-level aesthetic instruction. Additionally, the age distribution of aesthetic education faculty is skewed toward older educators, with

relatively few young teachers, leading to a lack of vitality and innovation in teaching practices (Sen, 2023).

Campus culture also plays a crucial role in shaping students' aesthetic literacy. However, in contemporary Chinese universities, campus culture often emphasizes utilitarian values and neglects aesthetic development, making it challenging for students to experience and appreciate beauty within the university environment. This lack of exposure negatively impacts students' aesthetic growth and limits their aesthetic awareness (Xie & Sang, 2025).

Finally, the structure and quality of aesthetic education curricula present additional obstacles. Course offerings are often limited in scope, preventing students from engaging with diverse aesthetic content. Insufficient instructional hours further impede systematic learning, and disparities in course quality—along with courses disconnected from real-life contexts—hinder students' motivation and interest in aesthetic learning (Yu, 2023).

In summary, the combination of limited understanding, insufficient family and societal support, inadequacies in faculty structure, and curriculum constraints contributes to the underdevelopment of aesthetic literacy among normal university students, highlighting the urgent need for comprehensive reform in aesthetic education.

There are multiple factors contributing to the low aesthetic literacy of normal university students, encompassing social, institutional, and familial influences.

The formation of China's modern education system was shaped by the vigorous economic development in the early years following the founding of the People's Republic of China (1949), during the industrial era. Consequently, the primary purpose of education was to serve economic construction, and the development of aesthetic disciplines, such as visual aesthetics and dance, was largely neglected in curriculum design. Now that China has entered the post-industrial era, the education system has not fully adapted to contemporary needs, appearing outdated and rigid. Knowledge acquisition remains highly prioritized, while aesthetic and aesthetic education continue to be undervalued, contributing to a generally low level of national aesthetic literacy (Zhang, 2024). Moreover, vulgar content prevalent in mass media can shape students' values improperly. Celebrity scandals, internet influencers flaunting wealth, and other superficial messages may lead students to mistakenly equate beauty with fame, wealth, and material possessions (Lin, 2025).

Normal university students, as future educators, are the backbone of China's education system. Insufficient aesthetic literacy among these students may hinder their ability to cultivate students with rich aesthetic sensibilities and creative capabilities, thereby limiting the long-term development of China's education industry and reducing the supply of aesthetic and innovative talents in global competition (Wu & Wu, 2020). The rapid development of the

market economy has also led to significant shifts in social aesthetic values. Many contemporary phenomena—such as “internet celebrity looks” in livestreaming and “talent show” performances—emphasize superficiality and utilitarian beauty, misleading young people to equate external appearance with overall aesthetic value (Zeng, 2020). In this social environment, normal university students face challenges in forming independent and well-rounded aesthetic judgments.

Additionally, intensifying social competition has caused students and parents to prioritize academic performance and career prospects over aesthetic cultivation (Zhang, 2019). The broader social environment, characterized by diversified aesthetic concepts and rapid information dissemination, also contains negative influences, such as materialism and excessive pursuit of superficial pleasures, which can hinder the development of aesthetic literacy among normal university students (Huang,Huang&Xu,2023). Overall, the historical, social, and cultural factors in contemporary China collectively contribute to insufficient aesthetic literacy among normal university students, highlighting the urgent need for comprehensive aesthetic education reform to nurture future educators capable of fostering well-rounded aesthetic development in primary and secondary education.

At present, the aesthetic literacy of normal university students requires further enhancement.

Existing research on aesthetic literacy primarily focuses on public aesthetic education in universities, examining the aesthetic status of students across different majors and the aesthetic literacy of primary and secondary school students. However, normal university students—future educators—have received comparatively little attention. In university public aesthetic education, traditional lecture-based teaching methods remain prevalent, often lacking interactivity and practical application. Such approaches are insufficient to stimulate students’ interest or cultivate their aesthetic abilities (Li, 2023). Moreover, significant differences exist in aesthetic concepts among students of different disciplines. Humanities students tend to emphasize emotional expression and aesthetic conception, whereas science students focus more on the rationality of form and structure (Xu, 2023).

Although aesthetic education curricula in primary and secondary schools are relatively comprehensive, encompassing music, aesthetic, and dance, actual implementation is uneven. Some schools fail to attach sufficient importance to these courses, leading to inconsistencies in quality (Liu, 2025). Normal university students, as the primary reserve for future teachers, must have well-developed aesthetic literacy. Their cultivation not only fosters comprehensive personal development but also exerts a lasting influence on the aesthetic education of younger generations (Tan, 2025).

Methodologically, prior studies have often been speculative, relying heavily on subjective judgment with limited quantitative research. Research tools such as questionnaires or standardized scales are rarely used, resulting in insufficient empirical support (Tan, 2025). In existing empirical studies, no recognized or authoritative instrument exists to assess aesthetic literacy comprehensively. Different studies adopt diverse dimensions and items for developing their own surveys, reducing comparability and persuasiveness (Xu, 2023; Zhang, 2024). Therefore, this study employs a questionnaire survey to investigate the aesthetic education, aesthetic interests, and aesthetic literacy of Tianjin Normal University students. The survey aims to understand students' preferences for aesthetic activities, identify strengths and weaknesses in their aesthetic literacy, uncover existing problems, and propose effective solutions.

Although some progress has been made in the aesthetic education of normal university students, challenges persist in educational positioning, curriculum construction, aesthetic activities, and resource allocation. Aesthetic education in normal universities remains a relatively weak link in higher education. As future knowledge transmitters for primary and secondary schools and early childhood education, normal university students play a pivotal role in the broader education system. Aesthetic education, as a core component of quality education, contributes to students' life cultivation, moral character, and overall development. Insufficient aesthetic education for normal university students can therefore have far-reaching implications for societal talent cultivation (Zhang, 2024). Inadequate aesthetic literacy may lead to personal aesthetic distortions, negatively impacting students' behavior and future professional performance. In today's era of information overload and aesthetic diversity, the aesthetic competence of normal university students directly influences whether future primary, Secondary and kindergarten students in aesthetics develop proper aesthetic values.

Deficient aesthetic literacy hinders students' emotional expression and communication. Aesthetic education involves appreciating works, perceiving life, and pursuing beauty. Without it, students may misexpress emotions or overlook beauty, adversely affecting interpersonal communication and overall development (Tan, 2025).

Furthermore, insufficient aesthetic literacy affects students' ability to cope with psychological stress. In educational environments dominated by academic performance, students often face substantial psychological pressure. Aesthetic education offers avenues for emotional regulation and stress relief through aesthetic creation, appreciation, and engagement. Students without aesthetic literacy are more prone to anxiety and depression, making it difficult for them to overcome psychological challenges (Xu, 2023).

Aesthetic literacy is also closely linked to creativity, a highly valued competency in modern society. Creativity requires novel and unique perspectives, which are cultivated through engagement with aesthetic experiences. Students lacking aesthetic literacy often find

it difficult to break conventional thinking patterns, limiting their potential for innovation and creative achievements (Li, 2023).

In summary, the aesthetic literacy of normal university students is fundamental to their personal development, professional preparedness, and the quality of aesthetic education they will deliver to future generations. Addressing the limitations in aesthetic education—including curriculum design, teaching methods, and social and familial influences—is crucial. By enhancing aesthetic literacy, universities can cultivate educators capable of fostering well-rounded, aesthetically competent students in primary, secondary, and early childhood education, thereby contributing to the long-term development and quality of China's education system.

III LITERATURE REVIEW

This study aims to provide an overview of the development of aesthetic education in universities, with a particular focus on examining the aesthetic literacy of Chinese university students, especially those in normal universities. The research primarily investigates the teachers, curricula, and practical activities related to aesthetic education among Tianjin Normal University students. By considering the influence of aesthetic interest, the study explores its effects on students' aesthetic consciousness, expression, experience, and creation.

The literature review focuses on two main areas: research on the aesthetic literacy of normal university students and studies on aesthetic education in domestic and international universities. Existing studies were systematically organized and analyzed to identify their research findings, theoretical contributions, and practical significance. Potential biases or limitations within the literature were also noted, providing a critical foundation and guiding framework for the current study.

Conducting a literature review allows researchers to situate this study within the broader scholarly context, facilitating comparison and analysis of the aesthetic qualities and educational practices in normal universities. This review synthesizes relevant findings to identify gaps in existing research, highlighting areas requiring further investigation. A top-down approach was adopted, moving from general research on aesthetic literacy among college students to the more specific context of normal university students. By summarizing previous work and analyzing the current development status of aesthetic education in universities, this review establishes the theoretical basis and research rationale for the study, while offering guidance for practical strategies to enhance aesthetic literacy among future educators.

The Relationship Between Aesthetic Education and the Aesthetic Literacy of Normal University Students.

Aesthetic education plays a critical role in enhancing the creative capacities of college students. The development of innovation and creativity relies on a combination of rich imagination, strong curiosity, active thinking, discernment against falsehood and lowbrow vulgarity, vigorous vitality, a deep concern for humanity, and a strong sense of social and moral responsibility (Shen, He, Yu & Liu, 2023). The cultivation of these abilities is closely linked to aesthetic experiences and exposure to beauty. Aesthetic education, by providing such experiences, fosters students' sensitivity to beauty and generates an intrinsic impulse to create, guiding them toward the pursuit of truth and excellence. Motivation rooted in aesthetic interest persists even in the face of challenges, promoting sustained creative engagement (Song, Cao & He, 2025). Aesthetic education also nurtures students' aesthetic intuition and imaginative capacities. Historical evidence from the achievements of scientists and inventors suggests that intuition and imagination often play a decisive role during critical moments of invention and discovery. Imagination is particularly significant because it transcends the limitations of existing knowledge, synthesizing understanding across domains and serving as a bridge between the known and the unknown. This imaginative capacity drives intellectual progress and underlies the evolution of knowledge. Exposure to beauty further evokes joy and emotional engagement, which in turn stimulates imagination and creative thinking.

Integrating aesthetic education with scientific and technical education enables students to combine visual, sensory, and logical thinking processes. This interdisciplinary approach encourages innovative consciousness and facilitates the development of creative abilities. By fostering aesthetic awareness alongside analytical reasoning, colleges can cultivate students capable of generating novel ideas, innovative solutions, and creative inventions (Tang, 2024). In this way, aesthetic education functions not merely as an enrichment of cultural experience but as a fundamental driver of cognitive development and creative potential in higher education.

The Impact of Aesthetic Education on the Aesthetic Interest of Normal University Students.

University aesthetic education plays a pivotal role in integrating Chinese and Western cultural and aesthetic forms, enriching pedagogical methods, and deepening the content and connotation of aesthetic education. Through diverse activities that span classroom teaching, cultural events, and aesthetic practice, aesthetic education extends the essence of traditional culture across both temporal and spatial dimensions in the university context. This integration

not only stimulates students' learning interest but also elevates the quality, depth, and level of university education programs (Xiang, 2025).

Structured talent cultivation programs indicate that strengthening aesthetic education is essential for enhancing college students' aesthetic interests while simultaneously improving their aesthetic literacy. By providing students with opportunities to engage with a wide range of aesthetic forms—including music, visual aesthetics, literature, dance, and performance—university aesthetic education cultivates their sensitivity to beauty, aesthetic judgment, and creative expression. Participation in such activities fosters aesthetic appreciation, enriches students' cultural consciousness, and strengthens their confidence in cultural heritage. These outcomes contribute to the broader educational objectives of fostering intellectual enlightenment, promoting social engagement, nurturing emerging cultural trends, and cultivating future talent with comprehensive cultural and aesthetic competence (Yu, 2023).

Aesthetic education constitutes a core element of university teaching and serves as a critical pathway for promoting students' aesthetic interests. In the context of normal universities, aesthetic education transcends mere technical aesthetic acquisition. It cultivates students' emotional intelligence, imaginative capacity, and hands-on abilities. Through active engagement in creative activities and experiential learning, students develop a deeper appreciation for beauty and an enriched capacity for aesthetic expression (An, 2025). Such experiences enhance students' self-cultivation, broaden their aesthetic perspectives, and promote patriotic enthusiasm by connecting aesthetic appreciation with national culture.

Furthermore, aesthetic education in normal universities fosters global awareness and cross-cultural understanding. Exposure to diverse cultural expressions allows students to develop a more comprehensive and inclusive view of human aesthetic achievement, cultivating empathy and appreciation for different aesthetic traditions. This multidimensional approach not only promotes aesthetic interest but also facilitates the holistic development of students, enabling them to become well-rounded individuals capable of engaging thoughtfully with the world around them (Anna, 2025).

The development of aesthetic interest has a direct influence on the cultivation of aesthetic literacy. Students with heightened aesthetic interest are more motivated to participate in aesthetic activities, actively exploring, analyzing, and creating. This engagement reinforces aesthetic consciousness, expression, experience, and creation. In normal universities, where students will become future educators, cultivating aesthetic interest is participate critical. High levels of aesthetic interest ensure that future teachers are capable of fostering aesthetic appreciation and creativity in primary, secondary, and early childhood students, thus extending the influence of aesthetic education across generations (Tan, 2025; Anna, 2025).

In summary, university aesthetic education significantly impacts the aesthetic interest of normal university students. By integrating diverse cultural and aesthetic forms, enriching teaching content, and providing experiential opportunities, aesthetic education cultivates students' emotional, cognitive, and creative capacities. It enhances aesthetic literacy, strengthens cultural confidence, and contributes to the holistic development of students. For future educators, this cultivation is vital, as it equips them to transmit aesthetic knowledge and cultivate aesthetic appreciation among younger generations, supporting the sustainable development of China's educational system.

The Role of Aesthetic Interest in Aesthetic Literacy among Normal University Students.

The development of aesthetic interest and aesthetic literacy among college students is of great significance, as they are in a critical stage of personal growth and academic development. Enhancing these capacities is closely linked to individuals' overall quality, intellectual development, and sustainable future growth. Neglecting the cultivation of aesthetic abilities may result in students with incomplete personal development, limiting their capacity to appreciate and engage with beauty in meaningful ways. Fostering students' aesthetic interest can cultivate a love for aesthetics, promote habitual engagement with aesthetic experiences, and encourage self-improvement through the observation of life and the world from an aesthetic perspective. The learning and cultivation of aesthetics should be regarded as an essential component of building socialist spiritual civilization and constructing a harmonious society, elevating it to the level of national cultural quality. Only when society, schools, families, and individuals collectively recognize the importance of aesthetic education can personal aesthetic interests and literacy be effectively valued and enhanced (Wang, 2021).

Universities play a vital role in promoting aesthetic interest. Institutions should actively optimize their material and cultural resources to ensure the integration of aesthetic education concepts into campus environments, visual culture, and humanistic infrastructure, thereby achieving comprehensive coverage of aesthetic education. The construction of campus culture offers an important pathway for aesthetic cultivation. Through diverse, multi-themed events, such as evening programs, school club activities, cultural and aesthetic festivals, and other artistic initiatives, universities can design aesthetic programs that are both enjoyable and meaningful for students. Such initiatives provide direct visual and experiential engagement with aesthetics, stimulating learning motivation, encouraging conscious development of aesthetic literacy, and promoting active participation in courses and activities related to aesthetic education.

This approach enables the integration of professional knowledge with aesthetic sensibilities, fostering students' ability to synthesize academic learning and aesthetic

experience. Engaging in aesthetic programs cultivates aesthetic taste, emotional sensitivity, and cultural appreciation, contributing to the overall development of students' aesthetic consciousness. By providing repeated exposure to aesthetic experiences in an encouraging and supportive environment, universities can enhance students' aesthetic interest, which in turn acts as a key mediator in developing their aesthetic literacy. The process demonstrates that aesthetic interest is not only a motivational factor but also a critical driver for cultivating comprehensive aesthetic abilities, thereby strengthening the foundation for future educators to transmit aesthetic values effectively (Wang, 2021).

Research Gap in the Literature Review.

In the current field of educational research, aesthetic education is increasingly recognized as a critical pathway for cultivating students' aesthetic taste, creativity, and overall personal development. Despite numerous studies on aesthetic education for college students in general, relatively little research has focused specifically on the unique group of normal university students. As the primary reserve force for future teachers, the enhancement of aesthetic literacy among normal university students is of vital importance. Improving their aesthetic literacy not only positively influences their comprehensive personal development but also has a lasting and profound effect on the aesthetic education of future generations.

As future educators, normal university students are expected to possess both professional knowledge and a high level of aesthetic literacy. Their capacity to model aesthetic values, stimulate students' aesthetic interests, and guide them to perceive and create beauty is crucial in fostering innovative thinking and creativity among young learners. Consequently, research on normal university students is indispensable for understanding how aesthetic education can contribute to the development of future educational leaders who can nurture creative and culturally literate students. Despite the growing attention to aesthetic education in China, this specific group of students remains relatively underexplored in scholarly literature.

Most existing research in China has analyzed aesthetic education and aesthetic literacy in broader college populations, emphasizing their importance for personal growth, social development, and cultural awareness. These studies highlight the positive effects of aesthetic education on students' cognitive, emotional, and creative capacities. However, few studies have examined the interplay between aesthetic education, aesthetic interest, and aesthetic literacy specifically among normal university students. The relationship and influence of these three components within this particular student population remain insufficiently understood, creating a notable gap in the literature. Strengthening research in this area is essential for enhancing the quality of teacher education and ensuring that future educators are

equipped to deliver effective aesthetic instruction.

This study aims to address this research gap by analyzing the factors that influence aesthetic literacy among normal university students. Drawing on prior research on aesthetic education and aesthetic literacy, this study conceptualizes aesthetic literacy across four dimensions: aesthetic consciousness, aesthetic expression, aesthetic experience, and aesthetic creation. The study examines the impact of aesthetic education through the perspectives of teachers, curriculum, and practical activities, while also analyzing the mediating role of aesthetic interest. Through this approach, a conceptual framework is developed to illustrate the interrelationships between aesthetic literacy and its influencing factors. By enhancing the effectiveness of aesthetic education in normal universities, students' aesthetic literacy can be cultivated more systematically, enabling them to serve as effective role models for future generations.

This study therefore contributes to filling the gap in existing literature by emphasizing the significance of normal university students as a distinct population in aesthetic education research, providing both theoretical support and practical implications for improving aesthetic literacy and educational quality in teacher education programs.

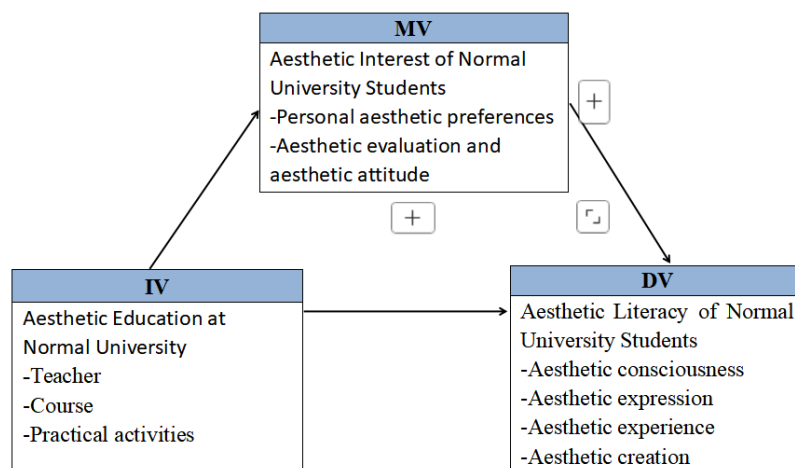


Figure 1 : Conceptual Framework

IV METHOD

This study employs quantitative research methods to investigate the impact of aesthetic education on the aesthetic interest and aesthetic literacy of normal university students. Specifically, the study adopts a survey research design. Survey methodology is a systematic approach that allows researchers to formulate a research plan, comprehensively collect data related to the research object, and perform analysis and synthesis to draw meaningful conclusions. Using this approach, the study investigates the current status of aesthetic literacy among normal university students, examines relevant literature, selects appropriate questionnaires aligned with the research objectives, collects and analyzes survey data, and explores the relationships among aesthetic education, aesthetic interest, and aesthetic literacy in this population.

Quantitative research is particularly appropriate for this study because it requires large-scale data collection and analysis. To achieve this, pre-existing survey questionnaires from previous studies were adapted to ensure validity and relevance. Conducting a questionnaire survey offers several advantages, including time efficiency, comprehensive data collection, and accurate measurement of variables. Liu (2020) argued that variables related to college students can be effectively described and summarized using measurement data. These measurement values can then be statistically analyzed to generate meaningful insights, making quantitative research methods highly suitable for this study.

The study begins by examining the current state of aesthetic literacy among normal university students. A thorough review of relevant literature and prior research findings was conducted to inform the development of the survey instrument. The questionnaire design incorporates dimensions and ideas from previous instruments used in aesthetic literacy research. The questionnaire is structured to cover multiple aspects of college students' aesthetic literacy, including aesthetic consciousness, aesthetic expression, aesthetic experience, and aesthetic creation. The questions are logically sequenced to facilitate comprehension and ease of response. Moreover, the reliability and validity of the questionnaire have been well-established through years of empirical testing, ensuring that the survey results accurately reflect students' aesthetic literacy.

Aesthetic literacy is a key component in developing students' core competencies and fostering comprehensive personal growth. Based on existing questionnaires and prior research, this study conducted a survey among students at Tianjin Normal University to investigate aesthetic education, aesthetic interest, and aesthetic literacy. Data collection involved questionnaire distribution, systematic collection, and statistical analysis. The analysis allowed the research team to comprehensively understand the aesthetic status of normal university

students, identify existing problems, and propose targeted recommendations and strategies to improve aesthetic literacy and overall student quality.

This study examines the relationships among independent variables (aesthetic education), mediating variables (aesthetic interest), and dependent variables (aesthetic literacy). By analyzing large amounts of quantitative data, the study seeks to uncover the inherent connections among these variables. To ensure accuracy and reliability, the study collected data from a sufficiently large sample to support rigorous statistical analysis. College students' aesthetic education is a critical pathway for developing aesthetic literacy and plays a pivotal role in comprehensive personal development. By conducting a detailed survey and objective analysis of the collected data, this study aims to enrich empirical research on the aesthetic literacy of college students (Zhang, 2023; Hua, 2023).

Previous research in this field has certain limitations. First, many prior studies were largely speculative, relying heavily on the subjective judgments of individual researchers. The presence of such subjective factors diminishes the objectivity and accuracy of the conclusions. Second, quantitative and empirical research remains limited. Few studies employ scientific methods such as observation or experimentation, which can provide more reliable and intuitive data for understanding research problems. Furthermore, the use of standardized questionnaires or scales has been uncommon, resulting in a lack of comprehensive empirical data. Consequently, many studies are constrained by methodological limitations, reducing the reliability, comparability, and generalizability of their findings.

Another limitation in the existing literature is the absence of widely recognized or authoritative tools for measuring aesthetic literacy. There is no unified standard to investigate aesthetic literacy systematically, which has led researchers to rely on personal understanding and perspective. While these studies demonstrate innovation and unique perspectives, their objectivity, universality, and comparability remain limited. The persuasiveness and authority of these findings need further improvement.

To address these limitations, this study adopts a scientific questionnaire survey approach to comprehensively investigate aesthetic literacy among normal university students. The objectives are to understand the current status, identify existing challenges, and conduct in-depth analysis of the factors influencing aesthetic literacy. Survey results will be combined with problem analysis to propose practical and targeted solutions for improving aesthetic literacy.

The study focuses specifically on Tianjin Normal University as the research site. Using a structured questionnaire survey and subsequent data analysis, the research aims to provide a detailed understanding of the real situation and existing issues regarding students' aesthetic literacy. This approach allows for the collection of objective and verifiable data, which strengthens the reliability and persuasiveness of the study's findings. By examining aesthetic

education, aesthetic interest, and aesthetic literacy in an integrated manner, the research not only assesses the current state of these variables but also proposes practical measures to enhance aesthetic literacy among normal university students.

The questionnaire design reflects careful consideration of content validity, structure, and relevance. Questions are organized to assess multiple dimensions of aesthetic literacy, including students' awareness of aesthetic values, their ability to express and communicate aesthetic ideas, their engagement in aesthetic experiences, and their creative output. The survey also captures information about the educational environment, curricular activities, and extracurricular aesthetic programs to provide a comprehensive picture of factors influencing aesthetic literacy. By collecting detailed responses across these domains, the study can perform multivariate analyses to examine relationships among the key variables.

The study emphasizes the mediating role of aesthetic interest in the development of aesthetic literacy. Previous research has suggested that students' intrinsic interest in aesthetic experiences significantly enhances their capacity to learn and apply aesthetic knowledge. By incorporating aesthetic interest as a mediating variable, this study investigates how interest influences the relationship between educational inputs and literacy outcomes. This approach provides a nuanced understanding of how aesthetic education can effectively foster higher levels of aesthetic literacy among normal university students.

Moreover, the study recognizes the importance of reliability and validity in quantitative research. The survey instrument was pre-tested with a smaller sample to ensure clarity, consistency, and accuracy of measurement. Cronbach's alpha was calculated to assess internal consistency, and factor analysis was conducted to confirm construct validity. These measures ensure that the survey instrument accurately captures the dimensions of aesthetic literacy and related variables.

Finally, data analysis is performed using appropriate statistical techniques, including descriptive statistics, correlation analysis, and regression modeling, to identify relationships among aesthetic education, aesthetic interest, and aesthetic literacy. The analysis provides empirical evidence to support conclusions and recommendations. Based on these findings, targeted strategies are proposed to enhance aesthetic literacy through curriculum design, teaching practices, and extracurricular activities.

In conclusion, quantitative research methods, particularly survey-based approaches, provide a rigorous and systematic framework for investigating the impact of aesthetic education on normal university students. The study's methodology ensures comprehensive coverage of key variables, large-scale data collection, and robust analysis. By addressing the limitations of prior research and employing validated measurement tools, this study contributes to the empirical understanding of aesthetic literacy, identifies areas for improvement, and informs practical interventions for fostering aesthetic development in higher education.

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