



Exploring the Influential Factors on Aesthetic Literacy among College Students at Leshan Teachers College

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Abstract

Background and Aims: With the development of society, the aesthetic quality of college students in normal colleges has received more and more attention. These problems stem from the influence of social environment, family education, traditional aesthetic education, and other factors. This study provides practical guidance for comprehensive development planning of college students' aesthetic literacy.

Material and Method: This quantitative research used a questionnaire survey method. Data were collected from a sample group of 2,120 college students at Leshan Normal University using a simple random sampling method.

Results: 1) There was a significant positive correlation between aesthetic literacy with the family atmosphere, participation levels, and teacher guidance. 2) Family atmosphere, participation level, and teacher guidance had a significant positive influence on aesthetic literacy, while teacher guidance was the most influential, followed by participation level, and family atmosphere.

Conclusion: Through these conclusions, we have more clearly realized the importance of family education, teacher guidance, and school activities in shaping the aesthetic literacy of college students. The interaction and role of these factors help provide practical guidance and improvement suggestions and promote the comprehensive development and improvement of college students' aesthetic literacy. The management can set useful policies using these factors to enhance educational practices as well as improve strategic plans on the aesthetic literacy of college students.

Keywords: Aesthetic Literacy; Family Atmosphere; Teacher Guidance; Degree of Participation; Educational Practices; College Students

Introduction

With the progress of society, people are paying more and more attention to the aesthetic quality of college students in normal colleges. This issue involves the influence of social environment, family education, traditional aesthetic education, and other factors (Batisdi, 2002). This not only affects the cultivation of students' artistic literacy and aesthetic taste but also has an important impact on the improvement of the entire education system (Decavala, 2020). To deeply explore the influencing factors of the aesthetic literacy of college students in normal colleges, we chose Leshan Normal University as the research object. Leshan Normal University has resources and professional backgrounds in related fields, as well as a team of teachers specializing in aesthetic literacy, making the school an ideal choice for studying this topic. At the same time, the geographical location and social environment of Leshan Normal University have unique characteristics, which are very meaningful for studying the influencing factors of aesthetic literacy. The geographical location and social environment can affect students' cultural background, life experiences artistic exchanges, etc., and have an impact on their aesthetic quality (Zhang & Li, 2012). In addition, the characteristics of the student population of Leshan Normal University are different from other regions or schools, and have special cultural and educational backgrounds, which makes it more meaningful to conduct research in this school (Wang & Chen, 2015).

Objectives

1. To analyze relationships between aesthetic literacy with family atmosphere, level of participation, and teacher guidance of college students at Leshan Normal University.
2. To analyze the influence of family atmosphere, level of participation, and teacher guidance on the aesthetic literacy of college students at Leshan Normal University.
3. To promote policy, practical guidance, and educational practices of normal colleges and universities.





Literature Reviews

Related documents and research

1. Related theories

1.1 Aesthetic Literacy

Aesthetic literacy is an individual's ability and literacy to appreciate, express, and even create beauty based on perceiving and experiencing beauty. Specifically, Jiang (1995) pointed out that aesthetic quality is mainly reflected in aesthetic taste, aesthetic feeling, and aesthetic consciousness, which is reflected in various aspects such as the inner experience of beauty, behavioral performance, language expression, environmental creation, and the life realm. Different from this, Wang (2008) emphasized that aesthetic quality is the result of the combined effect of various factors such as individual subject's life practices and knowledge cultivation. It is formed in acquired cultivation and is productive and plastic.

In China, "Aesthetic Literacy" is a compulsory basic course for all undergraduates. According to the "Opinions on Effectively Strengthening Aesthetic Education in Colleges and Universities in the New Era" issued by the Ministry of Education of China in 2019 and the "Guidance Outline for Public Art Courses in Colleges and Universities" issued in 2022, it is emphasized to build a relationship between classroom teaching and artistic practice for all students. Integrated public art curriculum system. These courses will be included in the undergraduate talent training programs of various majors, and students will need to complete 2 credits of public art courses to graduate. To improve students' core qualities such as cultural understanding, aesthetic perception, artistic expression, and creative practice, the Ministry of Education has increased its efforts in curriculum construction, focusing on cultivating aesthetic and humanistic qualities and focusing on cultivating innovative abilities.

Background on the aesthetic literacy of Leshan Normal University: Leshan Normal University is a normal school in Sichuan Province, China. It was founded in 1978 and focuses on cultivating teacher talents and aesthetic literacy. The college has multiple colleges and graduate schools covering literature, educational sciences, arts, and other fields. The teaching staff is strong and the teaching facilities are modern. Through innovative courses and teaching methods, the college cultivates students' aesthetic awareness and abilities, encourages them to participate in art and cultural activities, and promotes the improvement of their artistic accomplishments. Leshan Normal University plays an important role in teacher education and aesthetic literacy cultivation.

1.2 Family atmosphere

An excellent family environment is one of the important factors that promote the improvement of aesthetic quality. Family is the foundation of aesthetic education, and parents play an irreplaceable role in it. For example, Chen (2020) believes that a good family aesthetic education atmosphere is the basis for children to establish aesthetic abilities. Parents should be allowed to educate their children about beauty in the family and cultivate children's aesthetic abilities in nature, society, and art. Therefore, shaping students' aesthetic education concepts needs to start from the fundamentals. Family aesthetic education has a crucial impact on children's development.

1.3 Level of Participation

The degree of active participation of students in activities greatly affects the level of their aesthetic quality. Therefore, it is necessary to increase the supply of teaching activity venues and create more opportunities for students to participate in aesthetic activities. He (2018) wrote that the country is paying more and more attention to aesthetic education. However, while today's primary and secondary schools are promoting the process of art education, there have been some deviations in the understanding of art education. They must pay attention to the participation of students and the depth of activities, and breadth.

1.4 Teacher guidance

By optimizing the teaching staff, improving their professional quality, and innovating aesthetic curriculum content, we can lay a solid foundation for aesthetic education in the new era and promote its vigorous development. Ge (2021) mentioned that strengthening the construction of art teachers in general colleges and universities and comprehensively improving the overall quality and





level of art education is not only the need to cultivate high-quality talents with an innovative spirit but also the requirements for popularization, modernization, and diversification of general higher education. An inevitable requirement for art education in ordinary colleges and universities.

2. Related research

2.1 Research on the connotation of aesthetic literacy

Aesthetic literacy plays an indispensable role in the comprehensive development and quality education of morality, intelligence, physical strength, and labor in our country. Scholars have different interpretations of the connotation of aesthetic literacy. Common concepts include aesthetic quality and aesthetic ability. Van Leeuwen (2020) emphasizes the integrity of aesthetic quality, including the ability of aesthetic concepts, aesthetic taste, appreciation, evaluation, and ability to create beauty, which constitutes a high level of overall quality. Du (2014) believes that aesthetic literacy is a quality accumulated by individuals based on aesthetic experience. It mainly consists of three elements: aesthetic knowledge, aesthetic ability, and aesthetic consciousness. Zhang (2010) says in his article "Research on Improving Students' Humanistic Quality through Basic Art Education" that "Aesthetic education is an aspect of cultural education and an indispensable and important part of quality education. It has a unique significance in improving the level of knowledge and cultivating the cultural quality of all people. As an art education in the new century, it is to improve students' aesthetic awareness, cultural literacy, and cultural quality, and to cultivate a sense of innovation. We should continuously integrate traditional culture into the art classroom and try to create a cultural learning atmosphere for them, which is the basic requirement for art educators in the new century.

2.2 Related research on foreign aesthetic theories

Many scholars have studied the factors affecting aesthetic judgment from different perspectives. Erikson & Villeneuve (2009) explore the impact of modernism, postmodernism, and diverse art on the aesthetic experiences, emotions, and judgments of two former art teachers in the United States. Valentina Papushyna (2017) described the educational aesthetic culture and creative education of British college students from the perspectives of aesthetic perception, emotion, experience, and environment. Ovchinnikova (2018) conducted an experimental study on students at Bindelk State University, using criteria such as "metaphor, concreteness, symbolization, language, abstraction" and confirmed that the creation of an artistic aesthetic education space will help students Development of intellectual thinking. These studies demonstrate the importance of discussing aesthetic judgments and their influencing factors from different dimensions and perspectives.

In conclusion, a family atmosphere is critical to cultivating individual aesthetic quality. Although family aesthetic education has diversity and differences, its influence cannot be ignored and has a profound impact on individual aesthetic quality and development. In addition, it is necessary to increase the supply of teaching activities and create more opportunities for students to participate in aesthetic activities. Through these efforts, students can promote active participation in aesthetic activities, improve the level of their aesthetic quality, and better meet their comprehensive development needs. In short, local universities must balance both aspects of the construction of the teachers and the improvement of the curriculum mechanism in aesthetic education. Optimizing the teachers' teams and improving their professional quality, coupled with the content of innovative aesthetic courses, can lay a solid foundation for aesthetic education in the new era and promote its vigorous development.

Conceptual Framework

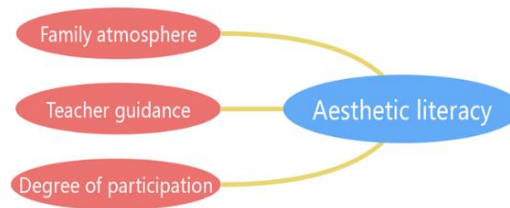


Figure 1 Relationship diagram between independent variables and dependent variables

Research Hypothesis

Research hypothesis (1): The family atmosphere of the student has a positive impact on aesthetic literacy.

Research hypothesis (2): Teacher guidance has a positive impact on aesthetic literacy.

Research hypothesis (3): Degree of participation has a positive impact on aesthetic literacy.

Methodology

1. Research design

This research is quantitative research using a questionnaire survey. This is a method in which the obtained data can be analyzed to achieve results according to the set objectives. The research method includes a literature review by comprehensively collecting literature in related fields, including books, journals, and academic documents. To gain an in-depth understanding of various factors that influence the aesthetic literacy of college students at Leshan Normal University. Then a survey method by collecting data from college students at Leshan Normal University regarding aesthetics literacy and various related factors to be analyzed with the created questionnaire.

2. Population and Sample Group

Leshan Normal University currently has 13,950 full-time undergraduate students. To ensure the reliability and validity of this sample survey and to facilitate the survey work, we will select samples from full-time undergraduate students of Leshan Normal University. When selecting samples, we will try our best to cover students of different grades and majors, and consider the distribution of different ages, genders, majors, and other factors. All selected students are full-time undergraduate students and have been enrolled in school for at least 3 months.

After consultation with the Academic Affairs Office of Leshan Normal University, 2,120 students will be selected to participate in the survey for this study. We used Yamane Taro's formula (Yamane, 1973) to calculate the sample size with a confidence level of 98% and an error level of $\pm 2\%$. Calculated as follows:

$$n = N / (1 + N * e^2)$$

Included among these

n = sample size

N = population size

e = 2 percentage point error

According to the above formula, the calculated sample size is:

$$n = 13950 / (1 + 13950 * [0.02]^2) \approx 2120$$

Therefore, we will randomly select 2,120 full-time undergraduate students from Leshan Normal University as samples for this survey. Such a sample size can represent the full-time undergraduate student population of Leshan Normal University to a certain extent, and has certain reliability and validity.

2.1 The population of this research was the total number of college students in Leshan Normal University 13,950

2.2 The sample group in this research consisted of 2,120 college students at Leshan Normal University. Obtained from simple random sampling.



3. Research Instrument

3.1 Questionnaire

The instrument used was a questionnaire prepared by the researcher. This is a tool suitable for collecting data with a large group of sinks. and can collect data to study according to the objectives and statistics used in data analysis This questionnaire was created based on the issues and variables covered in this research. It consists of general information and questions about the variables studied: the level of aesthetic knowledge. Family atmosphere level Participation level and teacher's advice It is a 5-point Likert-type questionnaire.

3.2 Validity

The validity of the questionnaire was tested using factor analysis in Table 1.

Table 1 Validity analysis results

Name	Factor			Commonality (common factor variance)
	Factor 1	Factor 2	Factor 3	
G1	0.216	0.805	0.194	0.732
G2	0.124	0.818	-0.037	0.686
J1	0.216	0.355	0.801	0.815
J2	0.106	0.097	0.920	0.866
C1	0.230	0.708	0.351	0.677
C2	0.181	0.606	0.207	0.443
S1	0.823	0.371	0.245	0.875
S2	0.791	0.175	0.113	0.669
S3	0.794	0.150	0.061	0.657
S4	0.790	0.127	0.107	0.652
Characteristic root value (before rotation)	4.565	1.430	1.077	-
Variance interpretation rate% (before rotation)	45.647%	14.299%	10.767%	-
Cumulative variance interpretation rate (before rotation)	45.647%	59.946%	70.712%	-
Characteristic root value (after rotation)	2.763	2.527	1.781	-
Variance interpretation rate% (after rotation)	27.634%	25.272%	17.807%	-
Cumulative variance interpretation rate (after rotation)	27.634%	52.905%	70.712%	-
KMO value		0.809		
Barth spherical value		11039.733		
df		45		
p data		0.000		

Note: If the numbers in the table have colors: blue indicates that the absolute value of the load coefficient is greater than 0.4, and red indicates that the commonality (common factor variance) is less than 0.4.

From the above table, it can be seen that the commonality values corresponding to all research items are higher than 0.4, indicating that the research item information can be effectively extracted. In addition, if the KMO value is 0.809, which is greater than 0.6, the data can be effectively extracted information; The variance interpretation rates of the three factors are 27.634%; 25.272%; 17.807%, the cumulative variance interpretation rate after rotation is 70.712%>50%, indicating that the information content of the research item can be effectively extracted; When the absolute value of the factor loading coefficient is greater than 0.4, it indicates that there is a corresponding relationship between the option and the factor, which is consistent with expectations and has validity.

3.3 Reliability

The survey questionnaire consists of a basic information scale, an aesthetic literacy assessment scale, a student cultural and educational background scale, a teacher guidance scale, a school activity and curriculum scale, and a personal aesthetic preference scale. Researchers must test the quality of the instruments. To test the reliability of the questionnaire Cronbach's statistics (α) were



used. The results of the analysis with the SPSS program yielded an α for aesthetic literacy equal to 0.791, α for family atmosphere equal to 0.789, α for participation level equal to 0.800, and α for teacher guidance equal to 0.856. All of these α values show that this questionnaire is reliable.

4. Research procedures

Literature research method: Extensive collection of literature in related fields, including books, journals, and academic papers, to gain an in-depth understanding of the various influencing factors on the aesthetic literacy of college students in normal universities.

Questionnaire method: Design a questionnaire that includes basic information, awareness of aesthetic literacy, art participation, and educational background. A survey was conducted among students at Leshan Normal University to obtain data on the basic situation and related factors of college students' aesthetic literacy.

This research is divided into six steps. First, clarify the research objectives and questions, and determine the dependent and independent variables. Secondly, conduct a literature review to understand relevant research and theories to provide a basis for the research. Then, design research methods and tools, select appropriate methods and tools and formulate a research plan. Then, data collection and result analysis are carried out, data are collected through questionnaires and other methods, and statistical analysis and regression analysis are performed. Then, based on the results of data analysis, the research results are explained and discussed, the impact of different factors on aesthetic literacy is analyzed, the relationship between background factors and aesthetic literacy is explored, and the significance of the research results to education is discussed. Finally, the main conclusions of the research are summarized, the limitations of the research are pointed out, prospects for future research are proposed, the implications of the research results for educational practice and policy formulation are discussed, and directions for improvement and in-depth research are proposed.

5. Data Collection

A total of 2120 questionnaires were distributed and 2120 questionnaires were collected, including 2120 valid questionnaires, with a total effective recovery rate of 100.00, then the researcher took these data for statistical analysis.

6. Statistical Analysis

Descriptive statistics were used including frequency and percentage in the analysis of the distribution of sample characteristics. And use Pearson correlation statistics to analyze the relationship between variables. Including using linear regression statistics to analyze factors that influence aesthetic literacy.

Results

1. Analysis of the Characteristics of the Sample Group

The frequency and percentage of characteristics of the studied sample group are shown in Table 2

Table 2 Frequency and percentage of characteristics of the studied target group

Student's Variables	Frequency	Percentage
1 Sex	2,120	100.00
Male	989	46.65
Female	1,131	53.35
2 Student's Major	2,120	100.00
Humanities and Social Sciences	230	10.85
Natural Science and Engineering	564	26.60
Education	785	37.03
Economics and Management	466	21.98
3 Student's Age	2,120	100.00
18	260	12.26



Student's Variables	Frequency	Percentage
19	546	25.75
20	801	37.78
21	435	20.52
22	78	3.68
4 Student' Grade	2,120	100.00
Grade One	226	10.66
Sophomore year	663	31.27
Junior year	778	36.70
Senior	453	21.37

From Table 2, it can be seen that 1) the selection of samples is based on the proportion of male and female students in the surveyed universities and the relationship between the sample and the total number, the ratio is close to 1:1, so the data is reasonable. 2) It can be seen that the respondents are distributed between the ages of 18 and 22, with the highest number being those aged 20, followed by those aged 19, which is consistent with the age composition of the respondents - college students. 3) It can be seen that the majors of the respondents are humanities and social sciences, natural sciences and engineering, education, economics and management, and agriculture and art. Among them, education has the highest number of majors, which is also in line with the category of universities surveyed. 4) It can be seen that the respondents come from various grades, but the distribution of survey subjects is uneven, mainly from sophomores and juniors.

2. Analysis of Correlation

The first objective of this research was set, it was to analyze the relationships between aesthetic literacy with family atmosphere, level of participation, and teacher guidance of college students at Leshan Normal University. The Pearson correlation coefficient was used to find the correlation between aesthetic literacy with the family atmosphere, participation level, and teacher guidance as shown in Table 3.

Table 3 Pearson Related - Standard Format

Variable	Descriptive Statistic		Pearson Correlation			
	Average	S.D.	Aesthetic literacy	Family Atmosphere	Participation Level	Teacher Guidance
Aesthetic literacy	2.838	1.114	1.000	0.420**	0.478**	0.435**
Family Atmosphere	2.861	1.142	0.420**	1.000	0.438**	0.400**
Participation Level	2.899	1.147	0.478**	0.438**	1.000	0.442**
Teacher Guidance	2.862	0.970	0.435**	0.400**	0.442**	1.000

**p<.01

From Table 3, it can be seen that when using correlation analysis to research the correlation between aesthetic literacy and family atmosphere, participation level, and teacher guidance, it can be concluded that:

Aesthetic literacy showed a significant correlation with the family atmosphere, participation level, and teacher guidance, with significant positive correlation coefficients of 0.420, 0.478, and 0.435, respectively, indicating a positive correlation between aesthetic literacy with the family atmosphere, participation level, and teacher guidance.

3. Factors that influence aesthetic literacy



The second objective was to analyze the influence of family atmosphere, level of participation, and teacher guidance on the aesthetic literacy of college students at Leshan Normal University. The researcher has made 3 assumptions based on this objective: hypothesis 1 family atmosphere of the student has a positive impact on aesthetic literacy, hypothesis 2 teacher guidance has a positive impact on aesthetic literacy, and hypothesis 3 degree of participation has a positive impact on aesthetic literacy. From the results of the relationship between family atmosphere, participation level, and teacher guidance with aesthetic literacy the analysis was continued with linear regression analysis to test which variables influence aesthetic literacy.

Table 4 Linear Regression Analysis Results (n=2120)

	Non-standardized coefficient		Standardized coefficient	t	p	collinearity diagnosis	
	β	Standard error	Beta			VIF	tolerance
Constants	0.714	0.071	-	10.052	0.000**	-	-
Family Atmosphere Participation Level	0.198	0.020	0.203	9.840	0.000**	1.324	0.755
Teacher Guidance	0.281	0.020	0.290	13.762	0.000**	1.382	0.724
	0.260	0.024	0.226	10.949	0.000**	1.331	0.752
R2	0.322						
Adjust R2	0.321						
F	F (3,2116) =334.947**						
Dependent variable: Aesthetic literacy							

* p<0.05 ** p<0.01

When all variables were combined by linear regression analysis in the table, all 3 independent variables: family atmosphere, participation level, and teacher guidance can explain the 32.2% influence of aesthetic literacy at 32.2% (R Square=0.322)

The F value from ANOVA analysis to test can some independent variables be used to predict the dependent variable, the significance of the test was found F (3,2116) =334.947, p<.01 indicating that some independent variables: family atmosphere, participation level, or teacher guidance can be used to predict aesthetic literacy

The non-standardized coefficient values of the family atmosphere (β =0.198, p<.01), participation level (β =0.281, p<.01), and teacher guidance (β =0.260, p<.01), all have significant weight in predicting aesthetic literacy, also with constant value (β =0.714, p<.01). It can be written as an equation as follows:

$$\text{aesthetic literacy} = 0.714 + 0.198(\text{family atmosphere}) + 0.281(\text{participation level}) + 0.260(\text{teacher guidance}).$$

Considering the standardized coefficients, the influence between independent variables can be compared; participation level has the greatest influence (Beta=0.290, p<.01), followed by teacher guidance (Beta=0.226, p<.01) and family atmosphere respectively (Beta=0.203, p<.01).

In conclusion, all 3 variables have combined significant positive influence on aesthetic literacy, with participation level being the most influential, followed by teacher guidance level, and family atmosphere respectively which is consistent with the hypothesis set.



Discussion

Based on the research and in-depth analysis of college students at Leshan Normal University, the conclusions of this research are as follows:

The research results found that the level of participation influences aesthetic literacy, showing that it is important for aesthetic literacy. Many studies are consistent with these findings. Leder, et al (2004) point out that active participation in art activities can improve an individual's appreciation of works of art. Research by Hekkert & van Wieringen (1996) found that the degree of participation and artistic background have an impact on individuals' aesthetic evaluations of artworks. Kozbelt & Seeley (2007) show that actively participating in artistic activities and cultivating professional knowledge can enhance individual aesthetic experience and appreciation. Pelowski, et al (2017) found through cross-cultural comparison that individuals' participation levels and cultural factors can shape their aesthetic preferences and appreciation abilities. Research by Cupchik & Gebotys (1990) pointed out that interest in and pleasure in works of art can enhance individual aesthetic experience and appreciation. Dissanayake (1995) proposed the concept of "aesthetic people" in his book "Homo Aesthetics: Where art comes from and Why", believing that individuals' active participation in art activities can improve their aesthetic literacy and art appreciation abilities. Together, these studies support the important influence of participation on aesthetic literacy.

The research results found that teacher guidance also influences aesthetic knowledge. This result is consistent with several studies. Winner and Hetland (2000) found that art education can improve students' aesthetic literacy, creativity, and cognitive abilities. A review study by DeWitt & Storksdieck (2008) pointed out that teachers' guidance and explanations during school field trips can enhance students' aesthetic experience and understanding in art exhibitions and cultural venues. Wright's (2003) research found that teachers' role as artists in education and the artistic elements in teaching can stimulate students' creativity and aesthetic awareness. Research by Parsons (2001) found that teachers' guidance and explanations can help students better cognitively understand and appreciate works of art. These studies consistently support the positive impact of teacher guidance on students' aesthetic literacy.

The research results found that family atmosphere influences aesthetic knowledge as well. This result is consistent with several studies, it has been supported by many studies. Research by Friedman, et al (2011) found that art participation and cultural activities in the family are closely related to children's aesthetic development. Research by Johnson, Curie, and Moore (2014) shows that the home aesthetic environment has an impact on children's aesthetic literacy, including the availability of artwork, music, and literature as well as aesthetic resources and discussions in the family. Research by Ferguson (2010) pointed out that art education support in the family environment is related to children's artistic creativity and appreciation, including the availability of art materials and parents' positive attitudes towards art. These studies also found that cultural participation, art discussions, and art activities in the family play a positive role in cultivating children's aesthetic awareness and appreciation (Lewis, 2014; Sherman, 2012; Murray, 2015). Additionally, a longitudinal study by Atkinson & Kalapana (2018) found that aesthetic resources in the family environment predict children's level of aesthetic literacy, including art materials, literary books, and art discussions. Research by Johnson, et al (2017) stated that visual arts participation and resources in the home environment can help promote children's aesthetic development. These studies provide support for the positive impact of family climate on aesthetic literacy.

Through these conclusions, we have a clearer understanding of the importance of the level of participation in school activity, teacher guidance, and family atmosphere in cultivating college students' aesthetic literacy, which helps to provide practical guidance and improvement suggestions and promote the comprehensive development and improvement of college students' aesthetic literacy.

Conclusion:

Through these conclusions, we have more clearly realized the importance of family education, teacher guidance, and school activities in shaping the aesthetic literacy of college students. The interaction and role of these factors help provide practical guidance and improvement suggestions and promote the comprehensive development and improvement of college students' aesthetic literacy





Recommendation

1. Recommendations of this research Based on the research conclusions; we make the following recommendations:

First: Create a strong family atmosphere and improve students' cultural literacy and artistic accomplishment. Attention should be paid to improving the educational level and cultural knowledge of family members. Families should encourage children to actively participate in artistic activities and cultivate their aesthetic taste and abilities.

Secondly: Improve the quality of teachers' teaching and strengthen teachers' professional guidance and guidance capabilities in the field of art. Schools should focus on cultivating teachers' artistic literacy and professional abilities to better guide students' aesthetic development.

Finally: Enrich school activities and increase cultural and artistic activities related to aesthetic literacy. Schools should actively organize various cultural and artistic activities and related courses and clubs to provide more opportunities for students to learn and practice knowledge in the art field in depth.

Through the above suggestions, we can better guide college students in normal universities to develop their aesthetic literacy, thereby laying a solid foundation for them to become excellent educators and social creators in the future. These suggestions will provide useful references for schools to formulate relevant policies to improve education methods and promote the comprehensive development of college students in the aesthetic field.

2 Research prospects

The influencing factors of college students' aesthetic literacy are not single. Therefore, future research can be further carried out from the following aspects:

First of all, we can start from multiple perspectives such as students' family atmosphere, social and cultural background, etc., to conduct in-depth research on the complex factors that affect the aesthetic quality of college students in normal colleges, and explore whether there is a correlation between these factors and how they influence each other.

Secondly, the research results can be further analyzed in conjunction with education and teaching practice, and the research results can be applied to actual education and teaching methods to optimize educational courses and teaching methods to promote the overall improvement of students' aesthetic literacy.

Finally, we can conduct in-depth research on the cultivation model of aesthetic literacy of college students in normal colleges and universities, find the root causes of existing problems, and propose countermeasures from the perspective of students' own consciousness and school development, so that the aesthetic literacy of college students can be better improved in normal colleges and universities. develop.

These research directions help to more comprehensively understand the influencing factors of college students' aesthetic literacy, and provide more scientific guidance for the educational practice of normal colleges and universities.





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