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AESTHETIC EDUCATION INTEGRATION FROM THE PERSPECTIVE OF ENGLISH CORE COMPETENCIES

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ABSTRACT

English core competencies encompass four dimensions: language proficiency, cultural awareness, critical thinking, and learning ability. Aesthetic education cultivates students 'perception, appreciation, and creative expression of beauty, fostering well-rounded personalities and noble sentiments. The development of core competencies and aesthetic education concepts complement each other, synergistically promoting students' holistic development in moral, intellectual, physical, aesthetic, and labor education. As a key educational objective, core competencies can be effectively nurtured through aesthetic education practices. English core competencies provide cultural resources and linguistic skills for aesthetic education, while aesthetic education infuses humanistic depth and emotional warmth into core competencies, elevating language learning beyond its instrumental role to achieve comprehensive human development. This integration aligns with the contemporary philosophy of "disciplinary education," jointly cultivating talents with global perspectives, aesthetic sensibilities, and cultural confidence. The article explores how Zhaoqing University's English program integrates aesthetic education into practical teaching through four dimensions: language proficiency, cultural awareness, critical thinking, and learning ability.

KEYWORDS: *Core Competencies, Aesthetic Education, Language Ability, Cultural Awareness, Thinking Quality, Learning Ability*

1.INTRODUCTION

On October 15,2020, the General Office of the CPC Central Committee and the General Office of the State Council issued the "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era" (hereinafter referred to as the "Opinions"), requiring all regions and departments to earnestly implement it in accordance with actual conditions. The "Opinions" are guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, take moral education as the fundamental task, lead with socialist core values, aim to improve students' aesthetic and humanistic literacy, promote the spirit of Chinese aesthetic education, educate through beauty, beautify through beauty, and cultivate through beauty, integrate aesthetic education into the entire process of talent cultivation in schools at all levels, run through all stages of school education, and cultivate socialist builders and successors who are well-rounded in moral, intellectual, physical, aesthetic, and labor education. On the 16th, a relevant official from the Ministry of Education raised three inadequacies in the reform and development of school aesthetic education during a press conference on the "Opinions": school aesthetic education is not yet in line with the requirements of quality education; it is not yet in line with the requirements of advancing educational modernization; and it is not yet in line with the requirements of fully realizing a moderately prosperous society and the two centenary goals. To adjust aesthetic education to align with quality education, the first question to answer is "What is the purpose of aesthetic education?" The answer is obvious. Aesthetic education can infuse emotional warmth and humanistic depth into the learning of disciplinary knowledge, enabling students not only to "know what" but also to understand "why" and "what the significance is." Quality education is an educational model that fundamentally aims to improve the quality of the nation, promotes the all-round development of students, and focuses on cultivating innovative spirit and practical abilities. It aims to comprehensively enhance students' ideological and moral, scientific and cultural, physical and mental health, and practical abilities, achieving the integration of moral, intellectual, physical, aesthetic, and labor education. Although national policies have elevated the status of aesthetic education, higher education still faces the practical dilemma of utilitarianism and formalism in aesthetic education. Some believe that students only need to obtain a few dance or piano certificates to achieve the goal of aesthetic education. In some aesthetic education activities, a grand scale, wide participation, exquisite equipment, and a lively atmosphere are considered the hallmark of success [1]. Under the increasingly "involutionary" environment and the influence of traditional exam-oriented thinking, schools and parents generally regard aesthetic education as a "secondary subject" or a shortcut to college admission, emphasizing artistic skill training while neglecting the cultivation of aesthetic literacy. Some families even consider aesthetic education "optional" [2]. The core of educational modernization is the modernization of educational concepts, and the biased understanding of aesthetic education reflects the rigidity of educational concepts. Changing erroneous educational concepts and correctly recognizing the dialectical relationship between aesthetic education and quality education require the efforts of several generations. The

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development of China still has a long way to go before fully realizing a moderately prosperous society and the two centenary goals. As the saying goes, "It takes ten years to grow a tree, but a hundred years to educate a person." Aesthetic education is a long and arduous task. Under the leadership of the Party Central Committee with Xi Jinping at its core, we are confident that 'though the road may be long, it will be reached if we proceed; though the task may be arduous, it will be accomplished if we act.'

2.CORE COMPETENCIES AND AESTHETIC EDUCATION

The core competencies of English education embody the subject's educational value, representing the correct values, essential character traits, and key abilities students develop through learning. These competencies encompass four dimensions: language proficiency, cultural awareness, critical thinking, and learning capacity [3]. Language proficiency serves as the foundation of English education and forms the core of its core competencies. Cultural awareness reflects the value orientation of these competencies, helping students strengthen their sense of national identity, build cultural confidence, learn to conduct themselves ethically, and become socially responsible individuals in the new era. Critical thinking represents the intellectual characteristics of English core competencies, fostering creative and analytical thinking, enhancing problem-solving skills, and developing cross-cultural perspectives. Learning capacity creates the developmental conditions for English core competencies, enabling students to manage their studies effectively, cultivate good study habits, and improve learning efficiency. The integration of aesthetic education in teaching enriches the humanistic foundation, aesthetic appreciation, and social responsibility dimensions of core competencies. This approach promotes students' all-round development in moral, intellectual, physical, aesthetic, and labor education, aligning with the requirements of cultivating virtue through education.

Schiller summarized aesthetic education as follows: "Aesthetic education lies in utilizing the value of beauty to harmonize human nature's biases in reality, achieving spiritual harmony. When people's spirits are harmonized, society will have fewer conflicts and disputes, allowing limited resources to converge into a powerful driving force for social development [4]34." The ancient Greek philosopher Plato pointed out that beauty is beneficial pleasure, and the purpose of aesthetic education is to cultivate lively and sensitive spirits and foster noble and pure personalities[5]70. Aesthete Zeng Fanren [6]55 stated: "Aesthetic education aims to cultivate noble emotions through beautiful images and means (including natural beauty, social beauty, and artistic beauty)." The specific manifestation of aesthetic education in the field of education is aesthetic education and aesthetic appreciation education. Its core lies in developing students 'abilities to recognize, understand, appreciate, experience, imagine, and create beauty, thereby refining their sentiments, nurturing their souls, cultivating their thoughts, perfecting their personalities, stimulating innovative vitality, and enhancing humanistic literacy and life realms [7]123. Aesthetic appreciation education not only includes the appreciation and creation of art forms such as fine arts, music, and dance, but also encompasses the perception and experience of beautiful things in nature and social life[8]204. It emphasizes respecting individual aesthetic interests while valuing individual differences, focusing on the cultivation of imagery and emotional expression, as well as stimulating imagination and creativity. Through various approaches such as art education, natural appreciation, and social life experiences, aesthetic appreciation education aims to shape individuals' perfect personalities and form their positive psychological qualities.

3.THE RELATIONSHIP BETWEEN CORE COMPETENCIES AND AESTHETIC EDUCATION

Core competencies and aesthetic education share a dialectical relationship that mutually influences and enhances each other, jointly promoting personal development and social-cultural progress. On one hand, core competencies guide aesthetic education. These competencies encompass essential character traits and key abilities required for lifelong development and social adaptation, including critical thinking, communication skills, and collaborative abilities. Individuals with strong core competencies can engage in aesthetic education activities with heightened perceptiveness and deeper understanding. Critical thinking enables students to analyze literary works or current affairs commentaries not merely on surface-level meanings or character narratives, but to explore underlying themes, cultural ideologies, and value orientations. The values emphasized by core competencies also direct aesthetic education, ensuring that aesthetic activities convey positive cultural and spiritual content while cultivating students 'correct aesthetic perspectives and cultural attitudes. On the other hand, aesthetic education serves as a vital pathway to nurture and enhance core competencies. Through various forms such as art and literature, aesthetic education stimulates emotional experiences, creativity, and imagination. During artistic creation, students' creativity is fully unleashed as they break conventional thinking patterns and express inner worlds through unique perspectives—a process crucial for developing innovation capabilities. When appreciating literary works, rich emotional experiences strengthen empathy and aesthetic perception, fostering effective interpersonal communication and emotional expression skills. Furthermore, aesthetic education emphasizes the inheritance and understanding of culture. When students engage with artistic works from diverse cultural backgrounds, they broaden their cultural horizons, enhance cultural identity, and develop global awareness—precisely reflecting the core competencies in the cultural domain. In the educational process, only by fully recognizing and grasping the dialectical relationship between these two aspects, integrating the cultivation of core competencies into aesthetic education activities, and leveraging aesthetic education to elevate core competencies, can we nurture well-rounded, high-quality talents who meet the demands of the times.

4. LITERATURE REVIEW

As an important component of the education system, aesthetic education plays an irreplaceable role in the all-round development of students. The overall goal proposed in "China Education Modernization 2035" is "to achieve overall education modernization and enter the ranks of education

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powerhouses by 2035," explicitly stating the need to "comprehensively strengthen and improve aesthetic education in schools." With the continuous updating of educational concepts, "aesthetic education" permeating teaching has received increasing attention. This review aims to organize relevant domestic and international literature on "aesthetic education" permeating teaching, analyze its research status and development trends, and provide references for further promoting aesthetic education teaching.

The author entered "Confucianism" and "aesthetic education" in the China National Knowledge Infrastructure (CNKI) subject search box and found the earliest article exploring the modernization path of China's aesthetic education from a Confucian perspective, which was written by Dr. Yu Wenjie from Nanjing University. Article [9] pointed out that the loss of scientific consciousness and Confucian spirit led to the lack of modernity in China's aesthetic education. Intellectuals should fully play their subjective role and promote the modernization process of China's aesthetic education through self-rescue and self-criticism. Chinese scholars have long studied aesthetic education from different perspectives. Many scholars [10][11][12][13][14] have excavated the foundation of aesthetic education permeating teaching from China's traditional culture on a theoretical basis. For example, the Confucian [12] ideas of "poetry education" and "music education" emphasize cultivating people's temperament and shaping perfect personalities through the education of poetry and music. Ziyou, a disciple of Confucius famous for "governing with music and songs," promoted music education when governing Wucheng. This traditional concept provides a profound cultural foundation for contemporary aesthetic education permeating teaching, reminding educators to pay attention to cultural inheritance in teaching and nourish students' aesthetic literacy with the essence of traditional culture. Modern educator Liang Qichao [13] sought to transform traditional Chinese aesthetic concepts into modern aesthetic education theory. He fully absorbed the nutrients of Confucian thought, and his aesthetic education ideas are regarded as the prototype of Sinicized aesthetic education. Wang Guowei [15]94 posited that Confucius 'teachings "begin and end with aesthetic education." Marx's concept of aesthetic education [10] emphasizes that it guides people to pursue truth, goodness, and beauty, while the pursuit of beauty itself fosters comprehensive human development. Notably, to enrich the extracurricular cultural life of young faculty members, the school union at the author's institution recently organized a special "Aesthetic Education Networking" event. One segment required participants to express abstract emotions through fluid painting. Aesthetic education is not an ivory-tower concept—it permeates every aspect of life. Guided by Piaget's cognitive development theory, domestic research on aesthetic education from modern pedagogy and psychology perspectives has yielded significant results. Studies[16][17] suggest that children exhibit distinct cognitive characteristics at different developmental stages, and aesthetic immersion teaching should align with students 'cognitive development patterns. This approach employs diverse artistic forms and activities tailored to students' cognitive levels, enhancing their aesthetic perception and understanding abilities.

The foreign aesthetic education model emphasizes holistic development, focusing on nurturing students 'emotional intelligence, creativity, and critical thinking. Post-colonial theorist Richard Spivak argues that aesthetic education in humanities curricula "subtly reshapes students' existing epistemological frameworks, stimulates their initiative, and cultivates democratic awareness [18]44." In the U.S. [19]86-97, K-12 art education places aesthetic education at the core, developing students 'artistic appreciation and critical thinking through art history, criticism, creation, and aesthetic literacy. This approach has proven effective in fostering social development and enhancing aesthetic judgment. Beyond technical skills, aesthetic education inspires innovation and problem-solving abilities, preparing students for multicultural societies. In Germany's music education [20][21], teachers offer diverse learning options like classical, pop, and folk music to cater to individual talents, unlocking students' potential.

A comparative analysis of domestic and international literature reveals that research on aesthetic education through immersion teaching has achieved notable progress in both theoretical frameworks and practical applications. While both approaches emphasize "cultivating well-rounded individuals," foreign models prioritize interdisciplinary integration and personalized education, whereas China demonstrates unique strengths in preserving traditional cultural heritage. Foreign countries have developed mature methodologies for implementing diverse teaching methods and tailored educational programs. In recent years, driven by the development of spiritual civilization and national policy guidance, China's aesthetic immersion education has made progress in curriculum integration, content design, textbook selection, teaching methods, and syllabus development. However, challenges persist in practical implementation [22][23][24][25]. On one hand, some educators and students lack clear understanding or sufficient emphasis on aesthetic education, often treating it as an optional course whose class hours are arbitrarily allocated to other subjects, hindering systematic implementation. On the other hand, teachers' aesthetic literacy varies significantly, with some lacking the ability to organically integrate aesthetic education into subject teaching. They merely add superficial aesthetic materials without exploring the intrinsic connections between academic knowledge and aesthetic education, resulting in poor integration outcomes. Additionally, the evaluation system remains incomplete, focusing predominantly on students' mastery of artistic skills while neglecting assessment of aesthetic abilities and innovative thinking. The phenomenon of "emphasizing skills over cultivation" still persists.

5. INTEGRATION APPROACHES IN ENGLISH TEACHING PRACTICE

To address the aforementioned issues, the author conducted preliminary explorations in teaching practice, targeting two first-year English majors' classes. The study spanned one academic year across two semesters, with each class comprising 42 students. The specific integration approaches are detailed in the table below.

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Core Competency Dimension	Examples of Aesthetic Education Integration Activities	Educational Objectives
Cultural Awareness	Analysis Narrative Contexts of ReadingI and ReadingII	Understanding the Cultural Context Behind the Text
Thinking Qualities	Comparative Analysis of Themes, Framework Structures, and Genres in Chinese and Western Literary Works	Cultivating Logical and Critical Aesthetic Comparison Skills
Language Skills	Role-Playing Reading of Selected Texts	Experiencing the Precision and Expressiveness of Language
Learning Skills	Group Collaborative Creation of English Stage Plays	Practicing Artistic Creation Through Collaboration

6. FEEDBACK ON AESTHETIC EDUCATION INTEGRATION THROUGH CORE COMPETENCIES

After implementing aesthetic education principles in English instruction and completing the Comprehensive English II course, the author conducted a voluntary survey among 42 students to assess their comprehension of the texts. Participants were asked to select the article that left the deepest impression and explain their reasons. With over half of the samples collected, the feedback provided valuable insights. This analysis examines the effectiveness of aesthetic education integration in English teaching through authentic student responses, while also reflecting on challenges in implementing core competencies among faculty and students in the college's English program. The study primarily evaluates the integration of aesthetic education in teaching practices across four dimensions: language proficiency, cultural awareness, critical thinking, and learning capacity.

6.1 Aesthetic Education in Developing Students 'Language Competence

Soviet educator Sukhomlinsky once stated, "Aesthetic education is education aimed at cultivating moral purity, intellectual richness, and physical well-being." As a linguistic medium, English possesses profound charm, and appreciating the beauty of English literature represents the pinnacle of language education effectiveness [1]. English language itself features unique phonetics, intonation, rhythm, and rhyme—elements that collectively form its linguistic beauty. English teachers should thoroughly explore aesthetic elements in textbooks, such as elegant vocabulary, vivid sentence structures, and philosophically rich passages, integrating them into classroom teaching to help students experience linguistic beauty while learning English. Additionally, teachers can incorporate extracurricular materials like English poetry, prose, and novels to guide students in appreciating the charm of English literature, enhancing their literary literacy and aesthetic sensibilities. One of the guiding principles for the Comprehensive English II textbook compilation team is "to create language that is vivid, authentic, and natural, with healthy and uplifting content that resonates with students' lives, aligns with their psychological characteristics and cognitive patterns, and stimulates their interest in learning." This approach enables students to master excellent words, sentences, and rhetorical devices while grasping the main ideas and deeper meanings of texts, effectively combining formal and substantive beauty to appreciate English literature. Through savoring and analyzing exquisite language texts, students can improve their linguistic precision, expressiveness, and emotional impact. In practice, activities like reading aloud, speeches, and singing allow students to experience the rhythmic and melodic beauty of English, thereby fostering greater appreciation and interest in the language. Beyond this, the article's well-structured hierarchy guides readers to grasp its central theme and key ideas. In literary works, rhetoric serves as an indispensable element. Through skillful rhetorical techniques, authors can create vivid character portrayals, depict dynamic scenes, and convey profound emotions and thoughts. Rhetoric enhances the artistic appeal of literary works, allowing readers to experience aesthetic enjoyment during reading. In Unit 6's Reading II: Life Doesn't End at Fifty, there is a section describing American astronaut John G. Quibb, who remained active in the U.S. space program well into his seventies. When analyzing the passage "He became the oldest person ever to travel into outer space, and who knows, perhaps even the boldest. I mean, boldest," the reader not only perceives the clever rhyme between "boldest" and "boldest" (a playful reference to courage), making the text engaging and memorable, but also appreciates the author's masterful use of American humor. The phrase "boldest" humorously introduces "boldest" (daring), dramatically expressing admiration for Glenn. Student Wen praised the article for its witty and engaging language, which enhanced its appeal. The well-structured composition clearly delineated its framework, beginning with a question to highlight the remarkable accomplishments of senior individuals across various fields throughout history. The transitional sentence, 'Considering that many people are overachievers in their 50s,60s, and 70s, it's astonishing how prevalent age discrimination remains, particularly in the workplace, 'effectively connected the reader to contemporary issues of ageism.' The existence of age discrimination has sparked my reflection, 'Wen noted,' but does this mean older individuals are inherently inferior to younger ones? Or do the younger generation often outperform them? 'She concluded that the article's fresh and inspiring perspective effectively challenged stereotypes about aging.

6.2 Aesthetic Education in Cultivating Students 'Cultural Awareness

All material and spiritual creations in any culture embody unique aesthetic concepts and value standards, such as architectural styles, fashion aesthetics, and literary art

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movements. Language learning serves as the key to entering another cultural aesthetic world. English learning is not merely about mastering language skills, but also about understanding and appreciating the culture of English-speaking countries. By engaging with classic literary works, music, paintings, films, theater, and architecture from British and American cultures, students are guided to compare Eastern and Western aesthetic concepts (e.g., harmony versus conflict, subtlety versus directness), thereby developing cultural discernment and multicultural aesthetic tolerance. Aesthetic education encourages students to focus on human value, dignity, emotions, and free will, which aligns closely with the cultural essence of English majors' studies, such as understanding Western humanism and the promotion of individual value. Enhancing aesthetic ability requires not only textbook learning but also deeper aesthetic experiences gained through practice. Therefore, teachers should encourage students to participate in extracurricular activities like English speech contests, drama performances, song competitions, English corners, and clubs to broaden their international perspectives and strengthen cross-cultural communication skills. Through these activities, students can gain a deeper understanding of the cultural background, historical traditions, and humanistic charm of English-speaking countries, experiencing the beauty and allure of different cultures. For instance, Student Li's favorite article is Reading I: The Virtue Called Devotion from Unit 6, as it "compares how people in different cultures treat the elderly, sparking readers' reflection." The issue of aging knows no borders, and regardless of one's cultural background, it must be faced and addressed sooner or later. The article discusses the dilemmas families encounter in supporting an elderly parent in their advanced years. The story is relatable, allowing readers to empathize. The author's mother's clear stance stands in stark contrast to the evasive attitudes of other family members who shirk their responsibilities. "When so many others heedlessly shun the duties of caring for aging parents, my mother stands out with strength." Isn't the author's mother's attitude and actions a reflection of the "caring for the elderly" spirit in Chinese culture?! When exploring the differences in values between China and the United States, we often fall into a binary mindset, overlooking the potential overlaps and common ground between the two. However, a deeper analysis reveals that the core values of both countries share certain similarities, which not only provide a foundation for understanding and communication but also provoke profound reflections on how to promote cultural integration and harmonious coexistence in the context of globalization. Values such as democracy, freedom, rule of law, and equality, while differing in specific practices between China and the United States, are undoubtedly cherished and pursued by both societies. In China, these values have been incorporated into the socialist core values, serving as important guidelines for national development and social governance. Similarly, in the United States, these values also form the bedrock of its social system and culture. This shared value system reflects humanity's common aspiration for a better life and serves as a crucial foundation for cooperation and dialogue between China and the U.S. in various fields. The alignment of values between the two nations is also evident in their shared commitment to peace, development, cooperation, and mutual benefit. Facing the challenges and opportunities brought by globalization, both countries must safeguard their own interests while addressing the legitimate concerns of others, striving to build a community with a shared future for mankind. This shared understanding of common interests has driven fruitful collaborations between China and the U.S. in areas like trade, technology, and environmental protection, making significant contributions to global peace and development. The alignment of values between China and the U.S. offers profound insights. It reminds us that in today's increasingly globalized world, cultural exchange and integration between different countries and regions have become an irreversible trend. We should embrace differences with an open and inclusive mindset, respect and learn from each other's valuable experiences, and jointly advance the progress of human civilization. As the world's largest developing and developed countries respectively, China and the U.S. should seek common ground in shared values, strengthen cooperation, and work together to address global challenges, contributing more to world peace and prosperity. In summary, the alignment of values between China and the U.S. not only forms the basis for mutual understanding and communication but also serves as a vital driving force for the healthy and stable development of bilateral relations. We should cherish this shared understanding and take more proactive actions to promote the continuous advancement of Sino-U.S. relations.

6.3 The integration of aesthetic education in cultivating students' thinking qualities

Aesthetics requires acute perception and intuitive judgment, yet also necessitates rational analysis and argumentation (such as literary criticism and art analysis). This approach fosters the coordinated development of imagistic and abstract thinking. Aesthetic education encourages students to not only passively accept but also critically question, analyze, and evaluate the forms of beauty, underlying ideologies, and cultural biases (e.g., the values and ideological frameworks behind texts or films), demonstrating critical thinking qualities. Aesthetic activities are inherently imaginative and creative. Tasks like literary creation, role-playing, and English debate competitions provide excellent opportunities for language learning and cognitive development. Aesthetic education inspires students to break free from conventional thinking patterns, presenting unique perspectives and constructing original viewpoints. In English teaching, educators can stimulate innovative thinking and enhance language proficiency and creativity by guiding students through writing, translation, and creative projects. Additionally, teachers can incorporate current social issues and news events to help students express opinions in English, improving their logical reasoning, critical thinking, and independent thinking skills. Different languages carry distinct worldviews, thinking patterns, and expressive logics. Learning English forces the brain to engage with and understand an entirely new system of symbols, grammatical structures, and expression habits. The process of learning to think and express in another language inherently requires learners to temporarily break free from native language mental inertia and adopt fresh perspectives to view the world. This paradigm shift in thinking significantly enhances cognitive flexibility and lays the foundation for critical thinking. Teachers should guide students to analyze carefully selected texts of various genres in the

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curriculum, helping them see through the surface to the essence. By comparing and evaluating texts across genres, students can also stimulate their creativity. Learning English inevitably involves exposure to the history, literature, art, social customs, and values of English-speaking countries. Recognizing the world's diverse perspectives and lifestyles inherently breaks free from the constraints of a single viewpoint. Understanding how different cultures approach the same issues from varied angles greatly broadens one's intellectual horizons, making it easier to embrace unconventional ideas and draw inspiration for innovation. Cultural diversity itself is fertile ground for creative thinking. The article "Tiny Killers on the March" left the deepest impression on student Wu. "Through a fresh perspective, the article reveals the world of unknown microscopic creatures, demonstrating how small things reflect grand truths. It showcases the unique value and survival wisdom of individual life forms, achieving cognitive breakthroughs that break prejudices against tiny and fragile beings. This inspires us to view all natural life with equal respect, enriching our understanding of natural science and the insect ant, which is likened to a killer. The article's vivid imagery and engaging narrative make it highly immersive. The author's emotional observations and descriptions of the tiny ant creature allow me to feel the resilience and greatness of life, as well as the unity and mission of ant colonies, resonating deeply and fostering reverence for all living things." The article also left a profound impression on Xie: "I was deeply fascinated by ants – these highly organized yet cold-blooded creatures... I couldn't help but marvel: such tiny beings can dominate entire ecosystems through perfect collaboration. I enjoyed this article for two reasons. First, many of the vocabulary terms I recently memorized helped reinforce my understanding. Second, it masterfully combines science with storytelling, making scientific knowledge both accessible and engaging." As the ancient saying goes: "Reviewing the old leads to new insights." Revisiting prior knowledge enables deeper understanding of new concepts. While absorbing fresh knowledge, Xie's review of memorized vocabulary not only reinforced learning but also deepened his comprehension of the article. This cognitive process embodies critical thinking and knowledge innovation. In English writing, students can use rich imagination and creativity to craft storylines and develop character portrayals. In English speeches, they can showcase their talents and charisma through innovative expressions and unique presentation styles.

6.4 The integration of aesthetic education in cultivating students 'learning abilities

Vocabulary acquisition should not merely involve the accumulation of isolated words. It is essential to guide students in using mind maps for effective memorization. Activities rich in aesthetic experiences, such as drama performances and creative writing, can significantly enhance students' empathy, learning interest, and intrinsic motivation, making the English learning process more engaging, enjoyable, and rewarding. For instance, when writing about her insights into the article "I Write, Therefore I Am," student Xu expressed strong resonance with the author's perspective, stating: "When under stress, I release pressure through journaling... This helps me understand the essence of' I write, therefore I am 'and the importance of keeping a diary." Encouraging students to discover and create learning methods aligned with their aesthetic needs (such as the Ebbinghaus Forgetting Curve) fosters aesthetic self-management and regulation, promoting learning autonomy and efficacy. In her feedback on Comprehensive English II, student Luo wrote: "The article' How Can You Improve Your Memory?' demonstrates that memory can be enhanced through multiple steps. From the perceptual memory stage, focus is crucial−information must first enter consciousness to be remembered. Short-term memory relies on repetition and chunking, while long-term memory requires meaningful encoding. The method of connecting knowledge to personal life is highly practical... These insights have guided my memory improvement, showing that mastering scientific methods and practicing them can effectively enhance memory and improve learning efficiency." In this era of technological and aesthetic empowerment, multimedia resources and digital art tools (such as image processing and video editing) should be utilized to present language learning outcomes, enhancing the appeal and creativity of education. The teaching process should encourage connecting English learning with visual media like images, videos, and designs, interpreting the integration of visual symbols and linguistic meaning, as well as their aesthetic effects. College English instruction should equip students to absorb the finest achievements of foreign civilizations while acquiring essential knowledge, embodying the principle of "learning from the West to counter the West," thereby contributing to the great rejuvenation of the Chinese nation. Integrating aesthetic education into English teaching helps improve students' overall competence. Through participation in various English aesthetic activities, students can develop multiple skills including language expression, organizational coordination, teamwork, and innovation, laying a solid foundation for their future studies and lives.

7. CONCLUSION

Feedback indicates that after a year of aesthetic education immersion, this approach has been effectively integrated into English major education. It not only enhances students 'humanistic qualities and aesthetic sensibilities but also optimizes core English competencies: making language use more expressive and engaging, deepening cultural understanding with empathy, fostering innovative thinking, and creating a more efficient and enjoyable learning experience. Core competencies in language proficiency, cultural awareness, critical thinking, and learning ability have been met, achieving the educational objectives. The aesthetic education-enhanced English program ultimately aims to cultivate well-rounded individuals with global vision, humanistic values, linguistic mastery, deep thinking, aesthetic taste, and innovative spirit. English teachers should continuously explore and update teaching philosophies and methods based on practical needs, while improving their literary literacy, artistic appreciation, and aesthetic education theory. They should systematically collect and organize English materials suitable for aesthetic education integration, establishing a school-based "Aesthetic Education English Resource Library." Collaboration with teachers of music, fine arts, history, and ideological education is essential for developing theme-based interdisciplinary teaching initiatives. It's important to note that aesthetic education

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immersion is not an overnight achievement but a long-term process. The integration of aesthetic elements, concepts, and methods into English core competency development should follow the principles of "subtle influence," "silent nourishment," and "practical implementation," rather than forced imposition or superficial formalism.

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