

# The Development Pathway of Application-Oriented Undergraduate Institutions Guided by the Holistic Concept of Aesthetic Education: A Case Study of China Fire and Rescue Institute

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## Abstract

In the new era of "Simultaneous Development of Moral, Intellectual, Physical, Aesthetic and Labor Education" and the development of higher education classification, aesthetic education has become an important dimension for applied undergraduate colleges to improve the quality of talent training. Based on the broad and permeable concept of the "Holistic Aesthetic Education Concept", this article explores its value guidance and practical path in the development of applied undergraduate colleges. This article begins by reviewing the development process and positioning redefinition of application-oriented undergraduate institutions. It points out that these institutions should transition from the sole cultivation of single skills to the enhancement of comprehensive qualities, while strengthening their integrated function in teaching, research, and community service. Subsequently, it elucidates how the holistic concept of aesthetic education, through the approach of "cultivating individuals with aesthetic education and enriching character with culture," empowers the core competencies of application-oriented talents, activates industry-education integration, shapes professional ethics, and expands the social service functions of institutions. Taking China Fire and Rescue Institute as an example, this paper proposes an implementation pathway for the holistic aesthetic education in sector-specific institutions from three dimensions: curriculum system construction, integrated mechanism for the "Five Domains of Education", and specialized practical platforms. Finally, in response to the challenges currently faced by application-oriented undergraduate institutions in their aesthetic education endeavors—such as those pertaining to conceptual understanding, resource allocation, and mechanism development—this paper proposes that breakthroughs should be sought through institutional design, faculty development, and digital enablement. This approach aims to genuinely integrate aesthetic education into the entire process of cultivating application-oriented talents, thereby providing theoretical reference and practical guidance for nurturing a new generation that possesses both "technical skills" and "humanistic sensibilities".

## Keywords

Holistic Concept of Aesthetic Education; Application-oriented Undergraduate Institutions; Positioning Redefinition / Repositioning; Development Pathway.

## 1. Introduction

The earliest scholar in China to propose the concept of "holistic aesthetic education" (da mei yu) was the educational theorist Teng Chun. In 1987, he posited that, as an educational philosophy, aesthetic education should transcend traditional curricula and classrooms, permeating all educational activities and infiltrating various academic disciplines and educational contexts. [1] This philosophy is characterized by its pronounced breadth and

inclusivity, which laid the conceptual foundation for constructing the concept of aesthetic education in the new era. As Chinese modernization enters a new phase, this philosophy is also destined to be endowed with new connotations. Since 2013, the state has successively issued a series of policies that incorporate aesthetic education in higher education into economic and social development plans and specialized education plans, gradually establishing a systematic top-level design framework. Notably, the report to the 20th National Congress of the Communist Party of China emphasized "fostering well-rounded socialist builders and successors who are developed in moral, intellectual, physical, aesthetic, and labor terms" (Report to the 20th National Congress of the Communist Party of China, 2022) [2], a guiding principle that has charted the course for aesthetic education in higher education in the new era. As a product of the further development of the higher education system in the new era, application-oriented undergraduate education, through the expansion of the functions of aesthetic education within its own pedagogical framework, has become an essential pathway for implementing the "simultaneous development of the five domains of education". Particularly in the current phase of construction and development of application-oriented undergraduate education, it becomes imperative to leverage the "holistic aesthetic education" philosophy to break through the relative isolation of aesthetic education within the traditional higher education system. This approach is essential to further promote its penetrative and coordinative role, thereby constructing an all-member, whole-process, and all-round educational framework.

## **2. Development Context and Positioning Redefinition of Application-Oriented Undergraduate Institutions**

### **2.1. The Rise of Application-Oriented Undergraduate Institutions and Their Policy Support**

Application-oriented undergraduate education is one of the core types within the classification system of higher education in China. Its institutional positioning differs from that of research-oriented and vocational-oriented undergraduate education [3] (Education Power Construction Plan Outline (2024-2035)). Its primary objectives are to serve socio-economic development and uphold an application-oriented approach to talent cultivation. It aims to facilitate industrial transformation and upgrading in the new era, constituting a form of higher education that nurtures application-oriented talents. These talents possess a solid theoretical foundation, strong practical abilities, and innovative awareness, enabling them to meet the demands of "high-end manufacturing." This form of education is both a crucial component of the classified management of higher education and a key link supporting the development of new quality productive forces.

Domestic discussions on the concept of application-oriented undergraduate education first appeared in 1998 in the work of Gong Zhenwei. From a teleological perspective, he proposed that all undergraduate education should be oriented towards application [4]. In 2001, the Ministry of Education convened the "Symposium on the Training Model for Application-Oriented Undergraduate Talents" in Changchun. This event marked the transition of "application-oriented undergraduate education" from an academic discourse into the policy discourse system, initiating China's exploration of its developmental pathway. In 2001, the Ministry of Education convened the "Symposium on the Training Model for Application-Oriented Undergraduate Talents" in Changchun. This event propelled "application-oriented undergraduate education" from academic discourse into the policy discourse system, initiating China's exploration of its developmental pathway. As higher education entered the stage of massification, the Ministry of Education, in 2002, facilitated the establishment of relevant collaborative organizations. In 2005, it explicitly defined the core mission of newly established

undergraduate institutions as the cultivation of application-oriented talents. Furthermore, in 2007, it set up a dedicated committee to systematically advance teaching reforms [5]. Entering the new era, in response to the demands of Chinese modernization and the development of new quality productive forces, the Ministry of Education issued the "Guiding Opinions on Guiding Some Local Ordinary Undergraduate Universities to Transform into Application-Oriented Institutions" in 2015 [6]. This marked the beginning of a dedicated phase of development for application-oriented undergraduate institutions in China. At the National Education Conference in 2018, the General Secretary emphasized the need to "focus on cultivating innovative, interdisciplinary, and application-oriented talents." [7] This has provided a clear direction for the talent cultivation objectives of application-oriented undergraduate institutions in China. In 2019, the "National Implementation Plan for Vocational Education Reform" further specified that "by 2022, a large number of ordinary undergraduate colleges and universities must transition to an application-oriented type." [8] This incorporated the development of application-oriented undergraduate education into the national strategic layout for vocational education reform.

As of March 2025, according to statistics from the Ministry of Education, China has a total of 1242 ordinary undergraduate colleges and universities. Among these, 672 are application-oriented institutions, accounting for 54.1% of the total [9]. These institutions encompass various types, including those under local administration, those affiliated with central ministries, and private institutions. These institutions adopt the talent cultivation objective of "possessing a solid theoretical foundation, broad professional knowledge, strong practical capabilities, and well-rounded qualities." They undertake a unique educational function within the higher education system: their role differs from the academic talent cultivation model of traditional undergraduate universities and is also distinct from the skills-oriented positioning of higher vocational colleges. Consequently, they play a significant and distinctive role in serving national economic and social development and supporting the advancement of Chinese modernization.

The rise and development of application-oriented undergraduate institutions are an inevitable outcome of the deepening reform of China's higher education system. Their evolution has consistently aligned with national strategic guidance and the demands of industrial upgrading. As a new form of education that integrates the functions of higher education, vocational education, and continuing education, application-oriented undergraduate institutions demonstrate a unique attribute positioning: in terms of educational level, they belong to undergraduate education; in terms of talent type, they focus on cultivating application-oriented talents; and in terms of operational model, they emphasize industry-education integration and university-enterprise collaboration. As scholars such as Pan Maoyuan and Che Rushan have pointed out, the core value of this type of institution lies in "enhancing the capacity of education to serve economic and social development." Their talent cultivation should specifically emphasize "the ability to apply, disseminate, and transform scientific and technological knowledge," thereby promoting the systematic transformation of the teaching model—from the traditional imparting of knowledge to the cultivation of capabilities and the enhancement of comprehensive qualities [10]. It is evident, therefore, that developing application-oriented undergraduate institutions not only addresses the urgent demand for high-quality application-oriented talents driven by China's industrial structure upgrading but also effectively bridges the gap between the cultivation systems for academic and skilled talents. Consequently, this promotes the optimization and refinement of the talent cultivation structure within China's higher education system.

While application-oriented undergraduate institutions have experienced rapid expansion in scale and their positioning has become increasingly well-defined, their connotative development—particularly the aesthetic education component, which is a vital part of talent

cultivation—has lagged behind relatively. At present, some application-oriented undergraduate institutions face practical challenges in their aesthetic education endeavors, including outdated concepts, inadequate curriculum systems, and insufficient practical platforms. Under the guidance of the holistic concept of aesthetic education, how to precisely position its function and explore implementation pathways that align with the principles of cultivating application-oriented talents has thus become a crucial issue for these institutions in achieving high-quality development on the basis of scale.

## **2.2. Positioning Upgrade of Application-Oriented Undergraduate Institutions in the New Era**

The urgent demand for innovative talents in the construction of Chinese modernization is driving application-oriented undergraduate institutions to achieve a positioning upgrade. Compared with traditional undergraduate universities, the positioning redefinition of application-oriented undergraduate institutions is reflected in three dimensions:

First, within the functional positioning of the higher education system, application-oriented undergraduate education should serve as a bridge connecting research-oriented and vocational-skill-oriented higher education. In terms of its institutional functional orientation, it should shift from a "teaching-centric" model to an "integrated model of teaching, research, and service." [11] The research endeavors in application-oriented undergraduate institutions should be primarily applied research, focusing on practical problems within industrial development and serving industrial advancement and regional economic development through the transformation of research outcomes. Concurrently, by undertaking activities such as continuing education and on-the-job training, these institutions can continuously expand their function of deeply serving society, achieving a precise alignment between educational resources and societal needs.

Secondly, its educational positioning within the higher education system is to cultivate high-quality talents required by industries. Consequently, the objective of its talent cultivation should shift from "the cultivation of single skills" to "the enhancement of comprehensive qualities," achieving a deep integration of theory and practice. This implies that the construction of its educational model must transition from "single-discipline education" to the "simultaneous development of the five domains of education." [12] Therefore, talents cultivated by application-oriented undergraduate institutions in the new era must not only possess a solid theoretical foundation and a systematic disciplinary framework, but also the capacity for technological transformation and problem-solving in practice. Furthermore, they need to be equipped with aesthetic literacy, innovative thinking, humanistic sensibilities, and professional ethics.

Finally, for application-oriented undergraduate institutions to realize their own development as a sector-specific type, their development pathway must be clearly defined. It centers on "industry-education integration" as the core, advancing the deep coupling of the education chain and talent chain with the industry chain and innovation chain. This is achieved through co-establishing academic disciplines and technical R&D centers with industries and cultivating "dual-qualified" faculty (proficient in both theory and practice), rather than replicating the academic-oriented development model of research universities. Within the evaluation system, it is imperative to further dismantle the singular evaluation system characterized by "sole reliance on research papers and funded projects." Instead, a pluralistic evaluation system must be constructed, one that uses criteria such as the quality of talent cultivation and technology transfer rates as its benchmarks to guide the development of undergraduate institutions [13].

### 3. The Value Guidance of the Holistic Concept of Aesthetic Education for Application-Oriented Undergraduate Institutions

#### 3.1. Connotation and Practical Basis of the Holistic Concept of Aesthetic Education

The holistic concept of aesthetic education represents a significant innovation in educational philosophy for the new era. Its core connotation lies in transcending the narrow scope of traditional aesthetic education, which focused primarily on "enhancing artistic literacy," and shifting toward the approach of "cultivating individuals with aesthetic education and enriching character with culture." This entails integrating aesthetic education throughout the entire process of higher education teaching and permeating it into every facet of talent cultivation in universities. It also signifies the elevation of aesthetic education from a "disciplinary branch" to a "philosophy of cultivation." The formation of this concept reflects a systematic reconfiguration within the national top-level design:

Since 2015, the state has introduced a series of key policies concerning aesthetic education in schools, progressively constructing a systematic and institutionalized framework for promoting aesthetic education. In 2018, in a reply letter to eight senior professors of the Central Academy of Fine Arts, the General Secretary explicitly stated that "it is highly necessary to strengthen aesthetic education work," thereby establishing the important position of aesthetic education from the strategic height of national education [14]. In 2019, the CPC Central Committee and the State Council issued the "China Education Modernization 2035" plan, listing "comprehensively strengthening and improving aesthetic education in schools" as a crucial pathway for implementing the fundamental task of fostering virtue through education [15]. In 2020, the "Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era" were officially issued. This document provides systematic design and comprehensive deployment for aesthetic education work, explicitly setting the goal of constructing a teaching model that integrates "basic knowledge and skills of arts, aesthetic experience in arts, and specialized artistic expertise" as a unified whole [16]. In 2022, the Ministry of Education issued the "Guidelines for Public Art Courses in Higher Education Institutions." This document further standardized the public art curriculum system in universities, explicitly requiring the establishment of three categories of courses: aesthetics and art history, art appreciation and criticism, and art experience and practice. It also mandated the completion of 2 academic credits in these courses as a prerequisite for graduation [17].

The policy evolution over the past decade indicates that the holistic concept of aesthetic education is being progressively established within the higher education system. Its core values have been crystallized into three key dimensions: First, it affirms the educational essence of aesthetic education, emphasizing its role in cultivating students' core competencies such as aesthetic perception, artistic expression, creative practice, and cultural understanding. Second, it clarifies the coordinative function of aesthetic education, highlighting its role in permeating and integrating with the other four domains of education. Third, it expands the scope of implementation for aesthetic education, achieving comprehensive coverage from classroom teaching to campus culture, and from on-campus practice to social practice. For application-oriented undergraduate institutions, the holistic concept of aesthetic education provides crucial guidance in addressing the educational dilemma of "emphasizing skills at the expense of qualities," thereby serving as a key conceptual pillar for enhancing the quality of talent cultivation.

### 3.2. The Unique Value of the Holistic Concept of Aesthetic Education in Application-Oriented Undergraduate Institutions

Empowering the Cultivation of Core Competencies in Application-Oriented Talents. Talents cultivated by application-oriented undergraduate institutions must possess the characteristics of having "a solid theoretical foundation, strong practical capabilities, and well-rounded qualities." The holistic concept of aesthetic education aligns perfectly with their educational objective of "transitioning from the cultivation of single skills to the enhancement of comprehensive qualities." Aesthetic education serves as a vital pathway for fostering these very characteristics. Aesthetic activities can regulate brain functions, stimulate creative thinking, and assist students in breaking through mental stereotypes in professional practice, thereby enhancing their problem-solving abilities. By integrating aesthetic literacy and humanistic sensibilities into the entire talent cultivation process, it addresses the humanistic gap often found in technically-skilled personnel.

The holistic concept of aesthetic education facilitates the activation of industry-education integration efficacy and aligns with the dual demands of the industry for both "culture and technology." Application-oriented undergraduate education takes industry-education integration as its core pathway. This integration is neither a simple merger nor a unification of professional knowledge. It requires embedding talent cultivation deeply within industries. The holistic concept of aesthetic education, through the "simultaneous development of the five domains of education," provides a natural vehicle for this integration. Specifically, in moral education, aesthetic education activities related to red culture and the spirit of the industry can subtly cultivate students' sense of national identity and moral sentiment. In intellectual education, art appreciation and practice can stimulate students' innovative thinking and promote the mastery and integration of professional knowledge. In physical education, integrating aesthetic elements into teaching and training can enhance students' interest and participation in sports. In labor education, labor aesthetics education enables students to perceive the beauty of labor through practice, thereby fostering the spirit of labor.

Strengthening Industry Distinction and Professional Ethics Cultivation. The development pathway of application-oriented undergraduate institutions inherently emphasizes differentiated educational characteristics. Moreover, due to their reliance on specific industries through industry-education integration, cultivating professional ethics constitutes a vital objective of their talent cultivation. The holistic concept of aesthetic education, by fostering the artistic expression of industry culture, can enhance the appeal and recognition of professional ethics. Consequently, this approach enables institutions to both adhere to their "service-to-industry" positioning and forge a unique educational identity that distinguishes them from research universities and vocational undergraduate colleges.

The holistic concept of aesthetic education also aligns with the social service function of application-oriented undergraduate institutions. Specifically, it can effectively enhance these institutions' capacity to serve industries and society at large. The educational mission of such institutions is to serve industrial development and regional socio-economic development. However, due to the inherent economic focus of industries, they often do not prioritize non-economic cultural dimensions related to their own field. Herein lies the value of the holistic concept of aesthetic education: its unique cultural extension can compensate for this cultural gap within industries. Furthermore, by integrating aesthetic education with industry culture building, institutions can cultivate high-quality talents endowed with humanistic literacy and aesthetic competency for the industry. This fosters the upgrading of industry culture and its sustainable development. Concurrently, the aesthetic education practices of institutions can strengthen collaboration with industrial organizations, enterprises, and grassroots units. This facilitates the establishment of a collaborative education platform integrating industry,

academia, research, and application, thereby achieving an organic integration of educational and social resources.

#### **4. Exploring the Implementation Pathway of "Holistic Aesthetic Education" in Application-Oriented Undergraduate Institutions: A Case Study of China Fire and Rescue Institute**

As the only undergraduate institution directly under the National Fire and Rescue Administration, China Fire and Rescue Institute undertakes the mission of training entry-level commanders. It also conducts continuing education for cadres, on-the-job training, and technical research related to fire and rescue disciplines. This provides all-round support for the talent cultivation of the National Comprehensive Fire and Rescue Force, reflecting the multifaceted functional positioning of application-oriented undergraduate institutions.

##### **4.1. Constructing a Diversified Aesthetic Education Curriculum System**

A diversified aesthetic education curriculum system serves as the foundation for its practical implementation. Moving beyond the limitation of equating aesthetic education merely with "optional art courses," the Academy, as an application-oriented undergraduate institution, has constructed a trinity curriculum matrix comprising "public foundational courses + discipline-integrated courses + extended practical courses." First, consolidate mandatory public aesthetic education courses. In strict accordance with the requirements of the "Guidelines for Public Art Courses in Higher Education Institutions," the Academy offers restricted-elective courses covering three major categories—art history and theory, appreciation and criticism, and experiential practice—to all students, ensuring the fulfillment of the mandatory requirement of 2 academic credits. China Fire and Rescue Institute offers core general education courses such as "Introduction to Art," "Music Appreciation," and "Film Appreciation." These courses aim to disseminate foundational knowledge in aesthetics and enhance students' basic aesthetic perception. Secondly, develop integrated courses combining "Aesthetic Education + Disciplines." This is key to embodying the distinctive characteristics of the Academy as an application-oriented undergraduate institution in the fire and rescue sector. The Academy encourages each academic discipline to explore its intrinsic aesthetic elements and integrate aesthetic thinking, innovative design, and humanistic care into specialized teaching. Finally, expand the second classroom and practical courses in aesthetic education. This entails extending aesthetic education from the classroom to club activities, campus culture, and social services. By establishing artistic clubs such as the "Flame Orange Drama Club," and organizing events like the Campus Culture and Art Festival, thematic creation exhibitions and performances, and "High Art on Campus" activities, the Academy provides students with a rich array of aesthetic practice platforms. Members of these clubs actively participate in various ceremonial galas and evening events of the Academy, ensuring that aesthetic education permeates the entire process of student growth.

##### **4.2. Promoting the Deep Integration of Aesthetic Education with the "Five Domains of Education"**

The "simultaneous development of the five domains of education" is not a simple juxtaposition but an organic integration. Aesthetic education, serving as the "binding agent," requires the establishment of a collaborative mechanism with the other four domains for its in-depth implementation. In terms of integration with moral education, the approach of "cultivating morality through aesthetics" is implemented. This entails using artistic forms to visualize and emotionalize the content of ideological and political education. For instance, the original drama "The Red Eaves", created and performed by China Fire and Rescue Institute, uses stage art to recreate the glorious history and heroic deeds of the fire and rescue force. This enables students

to deeply comprehend the spirit of the motto—"Remain loyal to the Party, maintain strict discipline, be ready to brave dangers and hardships, and serve the people wholeheartedly"—through aesthetic experience, achieving a silent infusion of values. In terms of integration with intellectual education, the approach of "enlightening intelligence through aesthetics" is advocated. Aesthetic activities can stimulate imagination and divergent thinking, promoting interdisciplinary knowledge transfer. Within specialized course instruction, methods such as case-based aesthetic analysis and design thinking workshops are introduced, encouraging students to optimize solutions from an aesthetic perspective. For instance, in the teaching of Fire Service Political Work, the curriculum on fire service grassroots cultural work guides students to assess the grassroots management and humanistic care within fire and rescue forces from an aesthetic viewpoint, thereby cultivating their innovative and systematic thinking abilities. Regarding integration with physical and labor education, the practices of "strengthening the body through aesthetics" and "promoting labor through aesthetics" are implemented. Aesthetic elements such as rhythm, form, and cadence are integrated into firefighting sports and troop formations, enhancing the interest and appeal of trainee drills. Within labor education, emphasis is placed on the notion that "labor creates beauty." Through activities like the dormitory hygiene competition, students are enabled to create with their own hands and perceive the beauty of the environment, order, and the fruits of labor, thereby cultivating their meticulous aesthetic sensibility and a life attitude of valuing labor.

#### **4.3. Building Specialized Platforms for Aesthetic Education Practice**

Platforms endowed with sector-specific characteristics serve as the vehicle through which the holistic concept of aesthetic education in application-oriented undergraduate institutions transitions from theory to practice and from universality to distinctiveness. China Fire and Rescue Institute should leverage the National Comprehensive Fire and Rescue Force to construct diversified practice platforms that integrate "on-campus + off-campus" and "physical + virtual" dimensions. First, centering on the "Flame Blue" image, it further encourages the creation of related derivative works through the design and aesthetic efforts of the trainees. Secondly, leveraging the annual "119" theme, it continuously cultivates campus culture. The Institute encourages all trainees and faculty to participate in the 119 Cultural Festival, making fire and rescue culture tangible, understandable, and engaging. These initiatives serve as a vital window for fostering students' identification with the fire and rescue cause and showcasing the distinctive characteristics of the fire and rescue institution. Finally, there is the establishment of a digital platform for sharing aesthetic education resources. Utilizing modern information technology, an online aesthetic education resource repository is to be constructed, aggregating outstanding industry-specific artistic achievements, teaching cases, and virtual exhibition halls. Faculty and students are encouraged to create microfilms, digital picture albums, and animation works that reflect the characteristics of the sector. These creations are to be disseminated via new media platforms, thereby extending the reach and social impact of fire and rescue aesthetic education.

### **5. Challenges and Prospects in Implementing the Holistic Concept of Aesthetic Education in Application-Oriented Undergraduate Institutions**

The practice of the holistic concept of aesthetic education at China Fire and Rescue Institute indicates that, despite progress, aesthetic education in application-oriented undergraduate institutions still faces systemic challenges: First, at the conceptual level, some administrators and teachers retain a utilitarian inclination, viewing aesthetic education as "icing on the cake" or "irrelevant to professional training." Second, at the resource allocation level, there is a widespread shortage of professional aesthetic education faculty, a severe lack of teaching

funding, and insufficient dedicated venues and facilities. Third, at the mechanism development level, the integration mechanism between aesthetic education courses and specialized courses is inadequate; there is a lack of a scientific and effective evaluation system for students' aesthetic literacy; and the assessment and incentive mechanisms for aesthetic education work are not yet well-established. Fourth, at the level of sector-specific development, a certain degree of homogeneity exists, with efforts predominantly centered on the aesthetic imagery of "Flame Blue." The exploration of diversified aesthetic imagery within the Academy, and even the broader fire and rescue sector, requires sustained effort.

Looking ahead, the development of aesthetic education in application-oriented undergraduate institutions, as exemplified by China Fire and Rescue Institute, requires breakthroughs in the following areas: First, deepen top-level design and strengthen institutional guarantees. Institutions should incorporate aesthetic education into their overall development plans and talent cultivation schemes. Second, promote a combination of full-time and part-time faculty to build a stronger teaching force. This involves forming a "dual-qualified" aesthetic education teaching team led by art teachers with participation from specialized subject teachers, while also appointing external industry experts. Regular training in aesthetic education teaching capabilities should be conducted to enhance all teachers' aesthetic literacy and their ability to integrate aesthetics into their teaching. Third, actively embrace digital intelligence to innovate the forms of aesthetic education. Given the current relative scarcity of resources and incomplete coverage, institutions should proactively utilize technologies such as artificial intelligence and virtual reality to develop smart aesthetic education courses and establish virtual aesthetics laboratories. This addresses the insufficiency of both software and hardware for implementing aesthetic education, thereby providing students with immersive and personalized aesthetic experiences, and expanding the boundaries and possibilities of aesthetic education in application-oriented undergraduate institutions.

With the further development of socialist modernization in education and the continuous deepening of educational evaluation reform in the new era, the nurturing value and social value of aesthetic education are being further explored and highlighted. The holistic concept of aesthetic education is destined to play an increasingly vital and indispensable supporting role in the high-quality development of application-oriented undergraduate institutions. As these institutions aim to cultivate high-quality, application-oriented talents, only by firmly grounding education in the fundamentals of aesthetic cultivation and integrating aesthetic education throughout the entire talent development process can they truly nurture a new generation. This generation must not only master professional "technical skills" and possess solid practical abilities, but also cultivate a humanistic "sensibility" and noble spiritual pursuits. Thus, they will continuously supply outstanding builders and reliable successors—who possess both robust practical strength and profound spiritual depth—for the comprehensive advancement of Chinese modernization.

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