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RESEARCH ARTICLE

Construction and Reform of the Evaluation System for College Aesthetic Education from a Psychological Perspective

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ARTICLE INFO	ABSTRACT
	Currently, there are problems with the imperfect curriculum system, lack of hierarchy in form, monotonous course content, low student interest in learning, and incomplete evaluation system for aesthetic education in universities. This article conducted a questionnaire survey on University A, used the Likert scale method to screen out indicators that affect the evaluation of aesthetic education, and constructed a CIPP education evaluation model. It adopted a three-level evaluation method that combined student self-evaluation, peer evaluation, and teacher evaluation, and conducts teaching experiments. Through experiments, it has been found that with the support of positive psychology, students from University A have significantly improved their aesthetic education scores, as well as their aesthetic awareness and appreciation abilities. The overall evaluation of aesthetic education in University A in the experiment is good, which is consistent with the actual situation, indicating that the model proposed in this article is effective.

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INTRODUCTION

Aesthetic education is an education that aims to cultivate people's aesthetic taste, discover and create beauty in various activities of society and life, and cultivate their aesthetic quality and creativity. It is a teaching method that focuses on emotional communication, integrating knowledge, art, sports, abilities, communication, psychological qualities, and other aspects of teaching. By subtly experiencing a person's emotions, they can be placed in a balanced and harmonious state, leading to the perfect development of their personality. Aesthetic education has an unparalleled role in developing human thinking, cultivating creativity, and cultivating aesthetic abilities compared to other education. The evaluation of aesthetic education in universities is an important part of the work of aesthetic education in universities. An extremely significant role is played by the analysis and feedback of the work done on aesthetic education in universities, the tracking and inspection of the efficacy of this effort, and the monitoring and assessment of its quality. Strengthening universities' focus on aesthetic education, improving their aesthetic quality, and improving their instructional role are all benefited by a thorough, impartial, and scientific assessment of university aesthetic education.

The art education work in universities is collectively referred to as "great art education", while the art education in student work is the second classroom art education. It is an important component of the evaluation of aesthetic education in schools, and also an important part of the evaluation index system for talent cultivation in universities. Qian (2022) took a different approach and explored the characteristics of student work, constructing an evaluation system, individual aesthetic education quality of students, and evaluation indicators and measurement models for school aesthetic education achievements. He preliminarily analyzed the era proposition that the modern aesthetic education evaluation system in universities urgently needs to overcome. Zhang and Cai (2021) believed that the implementation path of aesthetic education mainly includes using aesthetic education courses as carriers, integrating non art disciplines, and building a modern aesthetic education system. The main problems in Chinese aesthetic education include the need to improve aesthetic education theory, enhance aesthetic education literacy, expand aesthetic education paths, deepen aesthetic education research, connect aesthetic education stages, and establish aesthetic education evaluation. Xue, Li (2021) and Ashurova (2021) proposed policy recommendations to strengthen moral education and education, including building a multi subject coordinated education system for all staff, constructing an organic and integrated whole process education system, and constructing a comprehensive education system guided by values. Some people also believe that universities need to have a correct understanding of the dual value orientation of individual and school in aesthetic education, optimize the top-level design of aesthetic education, promote the reform of aesthetic education in universities, and build an education system that combines "five educations". This provides intellectual and theoretical support for the development and system construction of aesthetic education in universities (Xu, 2021; Yang, 2020).

The goal of aesthetic education is to develop students' aesthetic abilities and personalities through the cultivation of sentiments. The "five educations" of moral, intellectual, physical, artistic, and labor education are all equally important, but aesthetic education's place in university moral education has not gotten the attention it merits. This article takes University A as the research object from the perspective of positive psychology. By screening various indicators in the university evaluation system, a university aesthetic education evaluation model is established, and the effectiveness of the selected indicators is tested. The research results indicate that in the new era, university aesthetic education evaluation must adhere to a systematic evaluation concept and attach importance to its inherent relationship with other aesthetic education elements. Only in this way can aesthetic evaluation promote the high-quality development of aesthetic education in universities in the new era.

METHOD

Aesthetic Education

The connotation of aesthetic education has also shifted from narrow to broad, from "formal aesthetic education" to "substantive aesthetic education". Narrowly speaking, some people interpret it as "aesthetic education", which simply achieves aesthetic education for people through the dissemination of aesthetic knowledge. Some people simply equate it with "art education". In fact, art education is just an important way of aesthetic education, and the two intersect but cannot be completely equated. Aesthetic education is not just an aesthetic knowledge, and it is also not just a study of art education. It is an education based on emotions that transforms and deepens spiritual development through art theory or achievements (Liu et al., 2023). In a broad sense, aesthetic education is the expression of an individual's aesthetic emotions in the form of beauty, in order to fully develop their body and mind. The academic community generally believes that "beauty" is the cultivation of aesthetic consciousness through the form of beauty in specific contexts, thereby achieving spiritual freedom (Zheng and Yi, 2022)

The evaluation of aesthetic quality in universities is an important part of teaching evaluation, and many scholars have defined it accordingly, but there is currently no consensus. In this article, aesthetic education evaluation should reflect three meanings and express them in order to achieve the purpose of guidance (Liu, 2022; Bian, 2021). One is the relationship between aesthetic concepts and interest. Aesthetic education is an important way to cultivate correct aesthetic views, lofty aesthetic ideals, and aesthetic tastes among college students. The second is the expression and understanding of beauty. Evaluating aesthetic behavior can help people observe and judge whether a person can acquire knowledge and experience from their surrounding environment. Evaluative aesthetic perception refers to whether people can actively feel and appreciate beauty in aesthetic activities, thereby triggering positive emotional experiences, and so on. The third is conscious creativity and aesthetic creativity. The evaluation of aesthetic education should focus on evaluating an individual's aesthetic and creative abilities. According to specific aesthetic concepts, following the rules of aesthetics, the aesthetic characteristics and development laws of the target, it can be transformed, using various materials and methods, and consciously and autonomously creating, that is, individuals can embark on a new exploration and development (Kusumawardani, 2019).

Art education, like other disciplines, arises in the process of people's production, life, and the realization of their own functions. This is an inevitable requirement for human development. People recognize beauty through production activities and use it to educate themselves, thereby enhancing their aesthetic literacy and literacy. Aesthetic education has become an education for humans to beautify themselves. From the essence of aesthetic education, it contains an aesthetic need that requires learners to use certain aesthetic media (including art works, literary performances, and literary appreciation) to guide people to form a healthy aesthetic taste. It can be aestheticized, guided by beauty, to elevate people's emotions and achieve a higher level and more reasonable emotion. This can thus construct a healthy and harmonious psychological structure, with aesthetic emotions at its core.

Positive Psychology

The mental health issues of college students have attracted widespread attention from the whole society, and schools, as their main battlefield, are also increasingly attracting people's attention. From the perspective of positive psychology, people have optimized and explored the current difficulties in the development of mental health education in schools, and integrated the ideas of positive psychology into the entire process of aesthetic education in universities. It can solve some problems in the current development process of mental health education, enable it to better play its preventive and developmental role, and promote the physical and mental health and comprehensive development of students (Ryan, 2022).

Positive psychology advocates that individuals cannot be separated from the social environment and should cultivate and improve their positive and healthy personality qualities within the social and cultural ecosystem, such as self-esteem, autonomy, decisiveness, wisdom, creativity, self-organization, and good environmental adaptability (Figueroa, 2020). Excellent personality traits permeate a person's entire social life space and have a long-term impact on their personal growth. Parents, schools, and society should create a good learning atmosphere for college students, so that they can gain positive experiences and shape positive personalities in their studies. Based on the perspective of positive psychology, student mental health education mainly guides students to develop positive psychological qualities, thereby improving their self-esteem, and preventing psychological problems by strengthening psychological qualities (Beatriz et al., 2019).

Positive psychology creatively proposes the concepts of "excellence" and "beauty" and summarizes the relationship between the two. It is possible to reclassify various advantages of human beings into the category of virtue, thereby better understanding individual characteristics and deepening the connection (Silveira et al., 2021). University education should be based on positive psychology and

study the strengths of students. It should not only cater to the whole, but also take into account the individual, promoting the popularization of mental health education. It is necessary to cater to all students, cultivate their positive psychological qualities, improve their psychological functions, and develop their psychological potential. People also need to pay attention to all students and integrate the common needs and issues they face into their mental health, so that every student can have fair access to mental health resources. In addition to students who have psychological problems and are proactive, attention should also be paid to students who are introverted and easily overlooked. It can pay attention to their special needs, provide targeted assistance, recognize the strengths of each student, and maximize their positive impact.

Positive psychology emphasizes that the development of students is dynamic. In primary school mental health education, a developmental perspective can be used to view students' psychological development, which is also a dynamic process. Some psychological problems and confusion may only be temporary. However, under the influence of education, it can be well addressed. When designing teaching forms, it is necessary to focus on the overall requirements of improving students' psychological functions and qualities, not limited to solving their psychological problems and crises. It should mobilize all elements of school teaching and promote students' psychological growth through various forms such as courses, activities, lectures, broadcasting, environment, and information technology.

The integration of positive psychology into aesthetic education in universities has played a significant role in the physical and mental development of college students. Positive psychology focuses on developing individual strengths and happiness, consistent with the core idea of aesthetic education. In aesthetic education, students can participate in artistic, musical, and literary creation. This combination emphasizes individual comprehensive development, requires excellent academic performance, and emphasizes the development of mental health, social skills, and creative thinking abilities.

Evaluation System

Educational evaluation is a behavior of evaluating the value of teaching behavior, which plays a crucial role in improving educational quality and promoting educational reform. The commonly used evaluation model based on behavioral goals is divided into four stages, namely the CIPP model of "background evaluation, input evaluation, process evaluation and result evaluation" (Zhao et al., 2023; Li et al., 2020). Its core idea is to focus on outcome evaluation, as well as process evaluation, with a focus on continuous improvement of decision-making.

This article uses the education evaluation model of CIPP to study the aesthetic education evaluation index of ordinary higher education institutions. Input evaluation is based on the current aesthetic education resources, summarizing relevant information obtained from background evaluation, and evaluating various aesthetic education plans based on existing aesthetic education resources, selecting the optimal plan. Process evaluation refers to observing the overall situation during the process of aesthetic education, identifying problems, and improving the aesthetic education project. Result evaluation is the collection of information throughout the entire process of university aesthetic education, and the use of a scientific evaluation system to measure it. This can provide feedback on its impact and prepare for the optimization of the new round of university aesthetic education implementation plan (Lan et al., 2023; Li, 2021).

Qualitative evaluation and quantitative evaluation are two important forms of educational evaluation. In establishing an indicator system for evaluating university aesthetic education, it is necessary to organically combine these two methods, fully leverage their respective characteristics, and objectively and comprehensively evaluate the quality of education. Because there is a time lag in educational effectiveness. Therefore, it is difficult to quantitatively obtain subjective indicators for

the evaluation of teaching quality in university art education. However, if only objective evaluation indicators are used, some key indicator feedback can be lost, leading to significant deviations in the evaluation results. Therefore, in the process of establishing the quality evaluation of university aesthetic education, it is necessary to organically combine these two aspects. On the basis of ensuring scientificity and operability, its advantages can complement each other and be scientifically reasonable. The quantitative research method is to analyze social phenomena by utilizing the characteristics of objective data, the relationship between quantities, and their changes. In terms of objective indicators, it is necessary to integrate factors such as the school's investment in art education funds, the number of art education venues, and the number of course resources, and the participation of club students. Based on the education evaluation model and combined with the overall educational environment background, the evaluation indicators that are suitable for this study were initially selected. The evaluation index system for the quality of aesthetic education in ordinary universities was divided into teachers, aesthetic awareness, aesthetic appreciation, and aesthetic creation. The evaluation indicators are shown in Table 1:

Table 1: Aesthetic education evaluation indicators

First-level indicators	Second-level indicators	Third-level indicators
A1 Teachers	B1 Quantity and structure	C1 represents number of full-time aesthetic education teachers
		C2 represents the proportion of professors and associate professors among aesthetic education teachers
	B2 Teacher quality	C3 represents aesthetic education teachers have solid professional knowledge
		C4 represents aesthetic education teachers have high teacher ethics
	B3 Teacher development	C5 represents organize the number of aesthetic education teacher training and refresher courses every year
A2 Aesthetic awareness	B4 Aesthetic interest	C6 symbolizes the interest in formal beauty, artistic beauty, social beauty, natural beauty, and tasteful art events, creations, and displays
		C7 represents recognition of classic works of art and elements in excellent Chinese and Western cultures
	B5 Aesthetic ideal	C8 indicates a desire to improve one's own aesthetic literacy and acquire foundational knowledge and abilities in the arts
A3 Aesthetic appreciation	B6 Aesthetic behavior	C9 represents active participation in art related activities and competitions at all levels, and the learning of art education courses both on and off campus
		C10 symbolizes the capacity to find, gather, document, and amass artistic materials from various domains while maintaining acceptable aesthetic practices
		C11 represents the ability to combine their own strengths, use on-campus and off-campus resources, choose the direction of personal development, and make long-term efforts
	B7 Aesthetic perception	C12 reflects the capacity to examine beauty in nature, life, culture, art, and science with an emphasis on the image and meaning of aesthetic things
		C13 symbolizes actively observing and enjoying beauty in artistic endeavors and educational procedures, as well as

		producing happy feelings like accomplishment and contentment
		C14 represents the ability to attempt comparative analysis and appreciation of artistic elements in works of art
A4 Aesthetic creation	B8 Innovation consciousness	C15 represents the willingness to process and recreate familiar art forms and works of art
		C16 represents the ability to generate new ideas and perspectives in aesthetic activities
	B9 Creative behavior	C17 symbolizes the capacity to use aesthetic principles, techniques, and knowledge in the design and production of art
		C18 represents a love and familiarity with excellent traditional Chinese culture, capable of inheriting and creating traditional art forms and classic works of art
		C19 symbolizes the capacity to find and experience artistic components in professional education and to consistently incorporate artistic elements into professional practice and learning

Calculation of Evaluation Index Weights

A questionnaire survey can be conducted on the importance of each indicator based on the set of evaluation indicators for the quality of aesthetic education in universities formed in the previous text. The questionnaire adopts the Likert 5-level scale format, with 1 indicating the least important level and 5 indicating the highest important level. This article conducted a pre test of the reliability and validity of the questionnaire using SPSS software (Zhang et al., 2020; Zhao et al., 2020). The results showed that exploratory factor analysis showed a significance level of less than 0.05, indicating that the data is suitable for confounding factor analysis. The results are shown in Table 2.

Table 2: Results of questionnaire reliability indicators

KMO sample		0.725
Bartlett's Test of Sphericity	Approximate Chi-square	322.423
	Degree of freedom	116
	Significance	0.007

By organizing the collected data, the importance of each indicator is shown in Table 3.

Table 3: Survey data on the importance level of aesthetic education quality evaluation indicators

Indicator content C1 represents the number of full-time teachers in art education	Degree of significance				
	1	**2**	**3**	**4**	**5**
C2 represents the proportion of professors and associate professors among art education teachers	1	2	5	6	8
C3 represents that art education teachers have solid professional knowledge	0	2	4	8	6
C4 represents that art education teachers possess noble professional ethics	0	4	3	7	6
Indicator content	1	3	7	6	8
C5 represents the number of annual training and further education sessions organized for art education teachers	1	3	11	2	3
C6 symbolizes the interest in formal beauty, artistic beauty, social beauty, natural beauty, and tasteful art events, creations, and displays	1	5	5	6	8
C7 represents the recognition of classic art works and elements from excellent Chinese and Western cultures	2	2/	3	4	7

C8 indicates a desire to improve one's own aesthetic literacy and acquire foundational knowledge and abilities in the arts	1	2	6	8	7
C9 participates actively in a variety of art-related events and contests at all levels, representing the study of art education courses both on and off campus	1	5	4	7	8
C10 symbolizes the capacity to find, gather, document, and amass artistic materials from various domains while maintaining acceptable aesthetic practices	2	1	9	6	10
C11 represents the ability to combine one's own strengths, utilize internal and external resources, choose personal development directions, and make long-term efforts	2	2	5	10	6
C12 reflects the capacity to examine beauty in nature, life, culture, art, and science with an emphasis on the image and meaning of aesthetic things	1	2	7	5	5
C13 symbolizes actively observing and enjoying beauty in artistic endeavors and educational procedures, as well as producing happy feelings like accomplishment and contentment	2	1	9	6	2
C14 represents the ability to attempt comparative analysis and appreciation of artistic elements in works of art	1	0	4	9	6
C15 represents the willingness to process and recreate familiar art forms and works of art	0	2	4	7	8
C16 represents the ability to generate new ideas and perspectives in aesthetic activities	1	0	3	10	6
C17 symbolizes the capacity to use aesthetic principles, techniques, and knowledge in the design and production of art	2	1	9	6	3
C18 represents a love and familiarity with excellent traditional Chinese culture, capable of inheriting and creating traditional art forms and classic works of art	1	0	4	10	5
C19 symbolizes the capacity to find and experience artistic components in professional education and to consistently incorporate artistic elements into professional practice and learning	1	1	4	5	6

According to the collected weights, a survey form can be designed to compare the primary and secondary indicators pairwise, and determine the judgment matrix of each indicator layer for the target layer. The weight calculation and consistency testing process of indicators can be consistent (Liao, 2022), and the results are shown in Table 4.

Table 4: First level indicator judgment matrix

	Teachers	Aesthetic awareness	Aesthetic appreciation	Aesthetic creation
Teachers	1	0.75	0.24	0.37
Aesthetic awareness		1	0.53	0.49
Aesthetic appreciation			1	0.52
Aesthetic creation				1

EXPERIMENTAL ANALYSIS

University A aims to improve students' aesthetic and humanistic literacy, incorporating aesthetic education into the entire process of talent cultivation. It can promote the reform of aesthetic education, strengthen the construction of curriculum system, teacher team, teaching environment, and other aspects, improve work mechanisms and evaluation systems, and promote the comprehensive development of students. This article selected Class 1 of the Department of Education

at University A as the research object and conducted a one-year aesthetic evaluation of 30 students in this class. The evaluation data comes from various departments of the school, questionnaire surveys, teacher evaluations, student evaluations, etc. The grading results of students before and after teaching are shown in Figure 1:
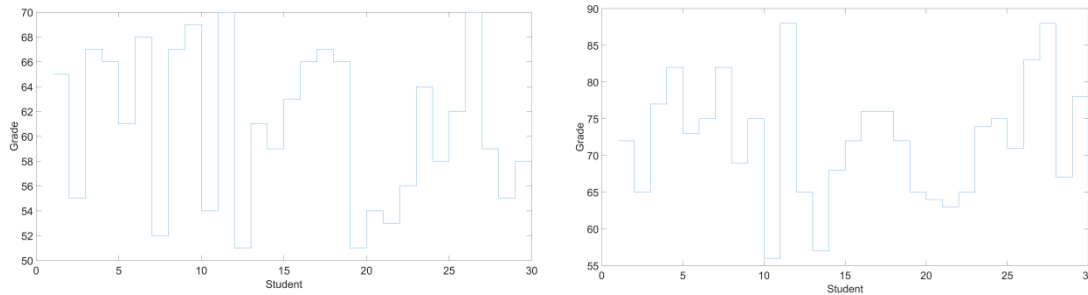

Figure 1: Comparison of student aesthetic education scores

The left image shows before teaching, and the right image shows after teaching. It can be seen that after one year of teaching, students' aesthetic education scores have significantly improved. Before teaching, students' aesthetic education scores are concentrated between 50-70 points. After one year of teaching, students' aesthetic education scores are mostly concentrated around 70 points, with the highest reaching 88 points. This indicates that aesthetic education has a good effect on improving students' aesthetic education scores.

It can be analyzed in four directions: teachers, aesthetic consciousness, aesthetic appreciation, and aesthetic creation. The results obtained before teaching are shown in Figure 2, and the results after teaching are shown in Figure 3:
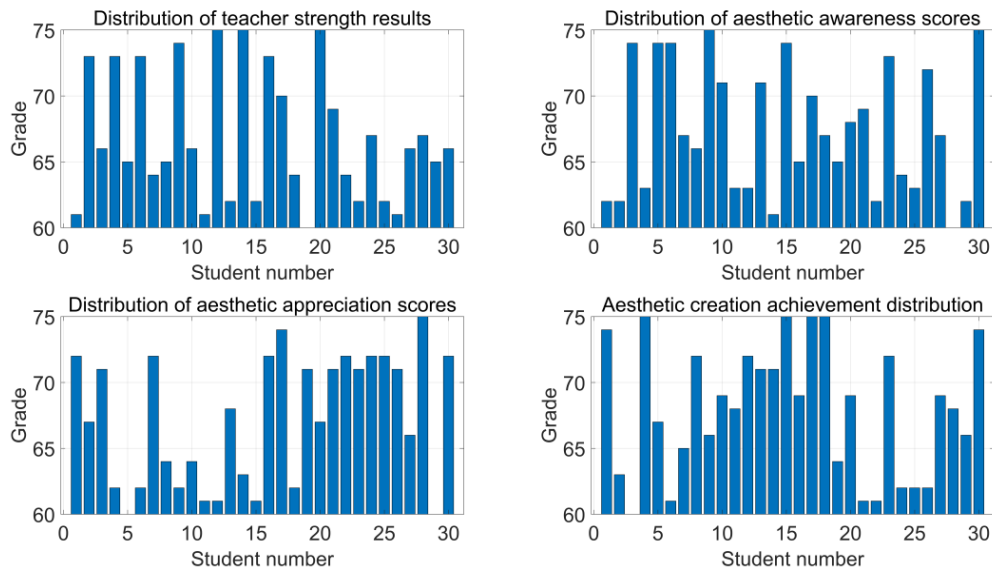

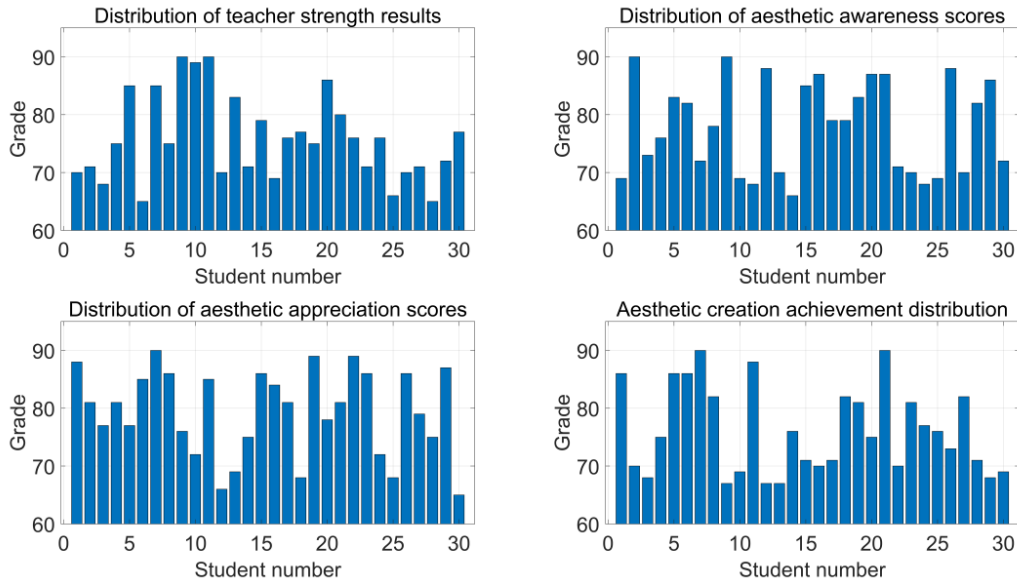**Figure 2: Pre teaching student aesthetic education rating**

Figure 3: Student aesthetic education scores after teaching

From Figures 2 and 3, it can be seen that each student undergoes changes in different aspects after receiving aesthetic education. From the perspective of primary indicators, students show a significant improvement in their aesthetic awareness and appreciation after receiving aesthetic education. It can be seen that before teaching, students have insufficient understanding of aesthetic education, and their aesthetic awareness and appreciation scores are generally not high.

Based on the above investigation, this article conducts a comprehensive evaluation of the quality of aesthetic education in University A, and concludes that the quality of aesthetic education in University A is at a good level, which is consistent with the implementation status of the university and the evaluation from various sectors of society. Among the scores of the first level indicators, the guarantee of conditions and teaching activities are at an excellent level, while the teaching staff and feedback on effectiveness are at a good level. The characteristics of aesthetic education are at a moderate level, with great room for improvement. The evaluation results are shown in Figure 4:
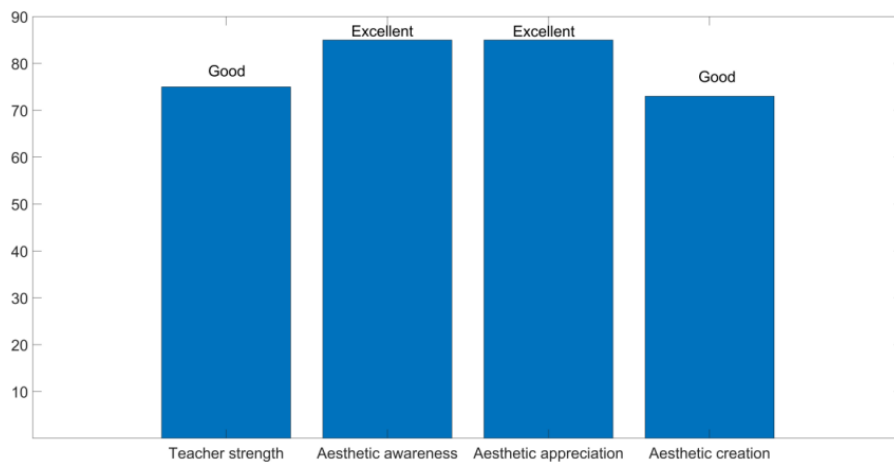

Figure 4: Evaluation of art education in University A

It can be seen that the evaluation results of aesthetic education in University A are relatively excellent, rated as excellent in aesthetic awareness and appreciation, while being rated as good in

teaching staff and aesthetic creation. This is mainly to create distinctive aesthetic education courses and activities, which are more difficult than ordinary courses and artistic activities. It not only requires innovative awareness, but also requires more resources and establishment to polish in order to create high-quality aesthetic education characteristic courses and activities.

DISCUSSIONS

A good faculty structure has a positive impact on the overall aesthetic education teaching. Currently, most universities adopt a teaching method of "full-time+part-time+external employment". There are serious shortcomings in cultivating students' aesthetic abilities, making it difficult to achieve multi-dimensional and multi-level professional teachers. So, in universities, it is appropriate to increase the recruitment of teachers in art education, attract more talents, optimize the structure of teachers, and establish a strong teaching staff.

Establishing a sound supervision system for aesthetic education is of great significance for schools to implement aesthetic education policies and promote the healthy development of aesthetic education. The school should establish a leadership group for aesthetic education work to track the implementation of aesthetic education courses and activities. The implementation of aesthetic education courses and activities can be linked to the final teaching evaluation of the school, and relevant departments are required to conduct self-evaluation of aesthetic education and prepare an annual quality report. Timely feedback can be provided on problems that arise in each stage, from work arrangements to feedback on results, in order to better improve next year's aesthetic education work.

Universities should also offer aesthetic education courses with a focus on traditional culture according to the needs of students. In universities with conditions, school-based courses with local characteristics and related to intangible cultural heritage techniques can be offered. In school, it is necessary to incorporate students' aesthetic knowledge and art skills, and connect them with their professional characteristics, and develop a suitable professional training plan.

Currently, artificial intelligence represented by big data and blockchain has been increasingly integrated into higher education, leading to a thorough and profound transformation in educational evaluation models. The application of artificial intelligence in aesthetic education classrooms in universities can fully leverage its unique functions such as expansion and simulation assistance. It can effectively stimulate students' intrinsic learning motivation, and fully improve the informatization and refinement of aesthetic education classroom teaching. Empowered aesthetic education can inevitably pursue and promote new concepts such as personalized teaching, smart classrooms, adaptive learning, and blended learning, thereby completely changing the way and means of aesthetic education in universities.

CONCLUSIONS

At present, the reform of aesthetic education evaluation is constantly underway. It requires people to have a correct understanding of the actual situation of the development of aesthetic education, and to approach the main contradictions in this transformation process with a dialectical attitude. A comprehensive aesthetic evaluation system can be constructed, focusing on key areas to strengthen theoretical support. By establishing a mechanism to promote cooperation among multiple subjects, the guidance, scientificity, and reliability of aesthetic education evaluation can be further improved. Aesthetic evaluation does not develop in isolation, it is gradually generated throughout the entire education management system. Therefore, the transformation of aesthetic education evaluation should not be limited to the transformation of evaluation content, but should be managed with itself as the object. It should focus on cultivating students' aesthetic abilities and design them as a whole. Emphasis can be placed on cultivating students' basic abilities in emotional beauty, appreciation of beauty, and creation of beauty, as well as cultivating their aesthetic awareness. The evaluation

indicators centered on these core competencies are not limited to specific indicators related to aesthetic education disciplines. It can also integrate content related to motivating abilities from other subjects, thereby generating a richer educational evaluation index.

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