

Article

Research on the Construction Strategies and Practices of the Aesthetic Education Evaluation System in Rural Primary Schools — Taking T Primary School in Beijing as an Example

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Abstract: Primary school art education plays a crucial role in the inheritance and development of aesthetic education. Taking T Primary School, a rural school in Beijing, as the research object, this paper explores the strategies and practices of constructing an aesthetic education evaluation system under the characteristic concept of the "Thinking Development - Oriented Classroom". By integrating resources, innovating courses, and coordinating the efforts of all parties, it aims to improve the quality of aesthetic education in rural primary schools, contribute to the all - round development of students, and provide a reference example for other rural primary schools.

Keywords: rural primary schools; aesthetic education evaluation system; thinking development - oriented classroom; excellent traditional Chinese culture

1. Introduction

In the current context of the continuous deepening of educational reform, aesthetic education has become increasingly crucial for the comprehensive improvement of students' comprehensive qualities and has already become a core concern in the field of education. As an important part of basic education, the effectiveness of aesthetic education in rural primary schools is directly related to the growth and development of rural students. Taking T Primary School in rural Beijing as an example, this paper deeply explores the construction strategies and practices of the aesthetic education evaluation system in rural primary schools from aspects such as school characteristics, the integration of traditional culture, the construction of a collaborative work system, the creation of characteristic brands, and the construction of the evaluation system, with a view to providing useful reference for the development of aesthetic education in rural primary schools [1].

2. Characteristics and Aesthetic Education Foundation of T Primary School in Rural Beijing

Adhering to the concept of educational innovation, T Primary School in rural Beijing, under the guidance of the school - running ideology of "people - oriented", has formed the "Thinking Development - Oriented Classroom" model. This model takes learners as the center and improves students' thinking abilities through systematic thinking training, laying a foundation for their lifelong development. In September 2016, the school joined the "Thinking Training to Improve the Learning Ability of Teachers and Students" project of Beijing Normal University and embarked on an exploration journey. After three stages, it has successfully constructed the "Six - Focus Four - Progression" teaching model of the thinking development - oriented classroom. Focusing on six key elements, namely hierarchical teaching objectives, real - world problem situations, challenging cognitive conflicts, visual thinking processes, interactive communica-

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tion and presentation, and progressive variant transfer, and through the progression of objectives, the progression of activity design, the progression of language, and the progression of thinking, students' thinking abilities are improved at four progressive levels. Practice has proved that this model has significantly improved the professional qualities of teachers and the learning and innovation abilities of students. The school has won many honors and published many research achievements. The core value of the "Thinking Development - Oriented Classroom" lies in improving students' thinking abilities and contributing to their all - round development. The school believes that aesthetic education and the thinking development - oriented classroom complement each other. By integrating aesthetic education into the thinking development - oriented classroom, students' aesthetic and creative abilities are cultivated through art, literature and other courses. For example, in art classes, students are guided to analyze the elements of paintings to cultivate their aesthetic and logical thinking; in music classes, students are encouraged to create, stimulating their innovative thinking and expressiveness. The "Six - Focus Four - Progression" model is highly consistent with the objectives of aesthetic education and provides strong support for the development of aesthetic education.

3. Integration of Excellent Traditional Chinese Culture into Aesthetic Education Practices

Excellent traditional Chinese culture contains rich aesthetic education resources. Art forms such as poetry, calligraphy, painting, and music, as well as cultural elements such as traditional festivals and folk activities, all have unique aesthetic values and can stimulate students' national pride and cultural confidence. The school integrates traditional culture into the aesthetic education system in various ways. Special courses such as the recitation of Chinese classics and the appreciation and creation of calligraphy are offered; traditional culture is infiltrated into courses such as mathematics and Chinese; campus cultural activities such as traditional culture festivals and calligraphy exhibitions are held. At the same time, interdisciplinary courses such as "Poetry and Music" and "Calligraphy and Aesthetics" are developed, and students are encouraged to combine modern life and personal creativity in courses such as paper - cutting for creation. In teaching, methods such as situational teaching and project - based learning are adopted and means such as virtual reality technology and digital teaching resources are used to enhance students' learning interests and participation. In aesthetic education courses, the "thinking development concept" is combined with traditional cultural elements to guide students to cultivate logical and innovative thinking in appreciation and creation, explore the philosophical thinking and aesthetic values of traditional culture, and cultivate students' moral sentiments and aesthetic concepts. The school improves teachers' qualities by organizing teacher training and carrying out teaching seminars, and inherits and innovates through campus culture and activities, creating a strong traditional cultural atmosphere to ensure the inheritance of the essence of traditional culture and the spirit of aesthetic education.

4. Construction of a Collaborative Aesthetic Education Work System

At present, the aesthetic education work in schools faces problems such as a shortage of professional teachers, limited venue facilities, and difficult - to - meet resource allocation standards, which restricts the effective development of aesthetic education work. The school integrates the aesthetic education resources within the school, optimizes the curriculum settings, improves teaching methods, strengthens the construction of the teaching staff, makes full use of campus cultural facilities, and improves the quality and effectiveness of aesthetic education teaching. Through parent - teacher meetings, home - school contact books and other means, parents are guided to attach importance to and participate in aesthetic education. Parent - child aesthetic education activities are organized, and parent aesthetic education experience sharing meetings are held to provide

support for family aesthetic education. Cooperate with communities, cultural centers, museums, etc. to hold lectures and workshops, organize students to visit exhibitions, and introduce rich social aesthetic education resources. Organize students to participate in social practice activities, encourage students to experience different cultures and natural scenery during holidays, and guide students to feel beauty in a broad social environment. Offer diversified aesthetic education courses and activities, pay attention to students' individual differences, provide personalized support for students with special needs, and meet students' diversified and personalized aesthetic education needs.

5. Creating the "Thought - Inspired Aesthetic Nourishment" Characteristic Aesthetic Education Brand

The "Thinking Development - Oriented Classroom" culture of the school is deeply integrated with the characteristics of aesthetic education. Thinking training helps students perceive, understand, and create beauty, and aesthetic education provides an emotional and inspirational source for thinking development. The school deeply explores this integration point and makes every effort to create the "Thought - Inspired Aesthetic Nourishment" aesthetic education brand. The core concept of the "Thought - Inspired Aesthetic Nourishment" aesthetic education brand is "nourish the soul and enlighten the wisdom with the beauty of thinking", emphasizing that by cultivating thinking abilities, students are guided to discover, appreciate, and create beauty, nourish their souls, and improve their comprehensive qualities. Through logical thinking training, students' rational and critical thinking is cultivated, and through innovative thinking training, students' imagination and creativity are stimulated. With the help of aesthetic education forms such as art and literature, students can feel and create the beauty of thinking, create a beautiful campus environment, and edify students' souls. Combine classroom teaching with extracurricular activities, infiltrate thinking training in classroom teaching, organize innovation competitions and thinking games in extracurricular activities, and set up thinking training clubs to comprehensively cultivate students' logical and innovative thinking. Carry out characteristic aesthetic education activities such as creative thinking exhibitions and logical poetry meetings, adopt the combination of online and offline forms, stimulate students' enthusiasm for participation, and improve students' aesthetic and innovative abilities. Set up mind - mapping walls and creative work display columns, beautify the natural environment of the campus, design characteristic school uniforms and school emblems, and create a campus environment full of thinking vitality and beauty. Regularly hold themed activities such as the "Beauty of Thinking" Art Festival and the "Soul Nourishment" Reading Festival, collect feedback from students and parents through questionnaires, interviews and other methods, and continuously improve the content and form of activities. Through strengthening campus culture construction and publicity, integrating the brand concept into all aspects of schoolwork, cooperating with off - campus institutions for promotion, and strengthening brand construction and maintenance, the "Thought - Inspired Aesthetic Nourishment" is built into a unique cultural symbol of the school. Hold school history exhibitions, invite alumni to share their growth experiences, closely integrate the school culture with aesthetic education, and fully display the profound heritage and unique charm of the school culture. Set up special places such as thinking training rooms and art creation rooms, hold aesthetic education lectures and workshops, create a relaxed and free learning atmosphere, and provide students with an aesthetic education space that stimulates thinking vitality and nourishes the soul.

6. Construction of the Aesthetic Education Evaluation System in Rural Primary Schools

Under the guidance of the characteristic concept of the "Thinking Development - Oriented Classroom", the "Six - Focus Four - Progression" teaching model provides key

ideas for the construction of the aesthetic education evaluation system in rural primary schools, centering on student development, promoting their all - round growth, and improving teaching quality.

6.1. Clarify Evaluation Objectives

Based on the requirements of "Six - Focus Four - Progression" for hierarchical teaching objectives, when constructing the aesthetic education evaluation system, the cognitive levels and aesthetic education foundations of students in different grades should be fully considered. For lower - grade students, focus on cultivating their sensitivity to basic aesthetic elements through simple activities such as color matching and shape discrimination. In evaluation, pay attention to whether students can accurately distinguish the emotional expressions of different colors and the characteristics of common shapes. For higher - grade students, they are required to carry out theme - based creations using the knowledge they have learned. The evaluation focuses on the innovation of students' works, such as whether they can break through conventional thinking and use unique artistic techniques; in terms of skill application, examine students' proficiency in professional skills such as painting and handicrafts; and the depth of their understanding of aesthetic principles, whether they can elaborate on the aesthetic basis and creative intentions behind their works. At the same time, combined with real - world problem situations, create real aesthetic education task situations for students, such as the design of campus cultural walls and the layout of community festival celebrations. Focus on observing how students apply the aesthetic education knowledge they have learned to solve practical problems. Students need to demonstrate their aesthetic perception of spatial layout, judge which spatial division and element combination are more aesthetically pleasing; in terms of color coordination, consider whether students can select appropriate color combinations according to the scene atmosphere. When creating using artistic skills such as painting and handicrafts, see whether students can flexibly use skills to complete the works. Show innovative thinking by putting forward unique design ideas. For example, in the design of cultural walls, whether they can put forward distinctive themes and forms of expression. Reflect their humanistic qualities when elaborating on the connotations of their works, such as explaining the cultural implications contained in the works and their understanding of community and campus culture.

6.2. Set up Diversified Evaluation Indicators

Drawing on the visual thinking process in "Six - Focus Four - Progression", when evaluating students' aesthetic abilities, require students to sort out the element relationships in works by drawing mind maps, concept sketches, etc. when appreciating art works or creating. For example, when appreciating paintings in art classes, students should be able to visually present the color levels, such as the distribution of warm and cold colors and the color gradation; in terms of composition logic, analyze the central focus of the picture and the arrangement rules of elements, so as to accurately evaluate students' aesthetic appreciation abilities [2]. When evaluating students' artistic skills, based on the interactive communication and presentation elements, not only pay attention to students' skill application in painting and handicraft production, but also attach importance to students' expression abilities during the work display process. Students need to explain in detail which skills they used in the creation process, such as brushwork in painting and folding and cutting methods in handicrafts; what problems they encountered, such as color mixing mistakes and improper material use; and how they solved these problems. Through interactive communication with classmates and teachers, show their mastery and understanding of artistic skills. Combined with progressive variant transfer, encourage students to innovate on the basis of mastering traditional art forms. Taking the paper - cutting course as an example, after students have mastered

traditional paper - cutting techniques proficiently, require them to integrate modern elements and new themes into their creations. It can be integrating pop - culture elements and modern life scenes into paper - cutting works. By evaluating the innovation of the works, judge the development of students' innovative thinking. Observe whether students can break through the pattern and form limitations of traditional paper - cutting and create novel and unique works. Based on challenging cognitive conflicts, when evaluating students' humanistic qualities, set up artistic topics with controversial or deep cultural connotations, such as the differences in painting styles under different cultural backgrounds. Guide students to think and discuss, and evaluate students' understanding of the artistic and cultural backgrounds, whether they can elaborate on the historical and social reasons for the formation of painting styles in different cultures; their understanding of aesthetic values, whether they can analyze the aesthetic concepts reflected in different painting styles; and their critical thinking, whether they can put forward their own opinions and evaluations of different painting styles.

6.3. Adopt Diversified Evaluation Methods

In the evaluation process, closely focus on students' thinking progression and activity progression. Taking the handicraft production course as an example, teachers focus on observing students' performances in different activity stages. In the independent design stage, observe the students' thinking activity level, whether they can put forward unique design ideas; in the group cooperation stage, see the thinking collisions of students in the team, whether they can absorb reasonable suggestions from others, and their problem - solving abilities in team cooperation; in the collective display stage, pay attention to the systematicness and logic of students' thinking when displaying their works, whether they can clearly elaborate on the creative ideas and highlights of the works. At the same time, record the students' ability improvement throughout the process, such as from initially unskilled handicraft operations to proficiently using skills to complete the works. In addition, combine students' self - evaluation, peer - evaluation, and teacher evaluation. When students conduct self - evaluation, guide them to review the evolution of their creative ideas based on the thinking progression, from the initial source of inspiration to the final presentation of the work, and think about what breakthroughs and improvements they have made in thinking. When conducting peer - evaluation, require students to evaluate the innovation and deficiencies of others' works based on the activity progression, analyze the advantages of others' works from different stages of the activity, such as whether they are novel and unique in the creative concept stage and whether the skills are proficiently used in the production process; at the same time, point out the existing problems and improvement suggestions. Teachers, from an overall perspective, combine elements such as the visual thinking process and interactive communication and presentation to comprehensively evaluate students' works and performances, and comprehensively consider the growth and deficiencies of students in aesthetic education learning.

6.4. Establish a Regular Feedback and Improvement Mechanism

Regularly collect and analyze evaluation data, completely from the perspective of students, and provide feedback according to the elements of "Six - Focus Four - Progression". If it is found that students have limited thinking in artistic creation, based on the progressive variant transfer element, organize creative expansion activities for students. For example, guide students to make thinking breakthroughs by changing materials, themes, forms of expression, etc. Different materials can be provided for students to try new materials for artistic creation; or different creative themes can be given to stimulate students to think from different perspectives; encourage students to try different forms of expression, such as changing from two - dimensional painting to three - dimensional sculpture. Vigorously encourage students to participate in the feedback discussion of

evaluation results and combine interactive communication and presentation to let students fully reflect on their learning process in the communication. Students can share their gains and confusions in learning and put forward improvement suggestions for teaching content and teaching methods, so as to promote the continuous improvement of the evaluation system and teaching work and better meet the learning needs of students.

6.5. Strengthen Teacher Training and Support

Regularly invite experts to conduct lectures and workshops on the integration of the "Six - Focus Four - Progression" concept and aesthetic education evaluation, aiming to enable teachers to better understand how to apply this concept to students' aesthetic education teaching and evaluation [3]. Only when teachers have a deep understanding can they guide students to develop in the direction of thinking progression and activity progression in teaching and provide more effective guidance for students. Provide teachers with rich teaching resources and encourage teachers to design innovative aesthetic education courses based on "Six - Focus Four - Progression", with the core of meeting the learning and growth needs of students. For example, develop the "Artistic Thinking Expansion" course, through a series of hierarchical and challenging activities, stimulate students' aesthetic and thinking abilities. Gradually transition from simple art perception activities to complex art creation and analysis activities, so that students can continuously improve their thinking abilities and aesthetic levels in different levels of activities.

7. Research Conclusions and Prospects

This research takes T Primary School in rural Beijing as the object and deeply explores the construction of the aesthetic education evaluation system in rural primary schools based on the "Thinking Development - Oriented Classroom", especially the "Six - Focus Four - Progression" teaching model [4]. At the theoretical level, it deepens the research on the integration of aesthetic education and characteristic teaching concepts; in practice, by integrating resources, innovating courses, and coordinating the efforts of all parties, it provides practical guidance for aesthetic education in rural primary schools. For example, by cooperating with the community to carry out art practice activities, social aesthetic education resources are integrated, allowing students to have more opportunities to contact and participate in real - life artistic creations; developing interdisciplinary aesthetic education courses, such as "The Aesthetic Integration of Literature and Painting", innovates the course form and broadens students' thinking horizons; organizing parent - child aesthetic education workshops, coordinating family participation in aesthetic education, creating a good family aesthetic education atmosphere, and promoting the all - round development of students [5].

In future research, the aesthetic education evaluation index system can be further deepened. Combine "Six - Focus Four - Progression" to refine the indicators of each dimension and enhance scientificity and operability; innovate evaluation methods, introduce technologies such as big data and artificial intelligence to improve the efficiency and accuracy of evaluation; carry out cross - regional and cross - school comparative research, summarize universal and personalized strategies; strengthen the research on the integration of aesthetic education and other disciplines, explore the development and implementation paths of interdisciplinary aesthetic education courses, deeply explore the role of aesthetic education in promoting students' mental health and social - emotional development, continuously improve the aesthetic education system, and promote the development of aesthetic education in rural primary schools.

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