

The Actual Dilemmas and Cultivation Paths of Aesthetic Education for Rural Preschool Children

Houqi Yang¹, Fengqiong Zheng²

Sichuan University of Science & Engineering, ZiGong 643000, China

Abstract

Rural preschool education is an important component of the educational system, playing a significant role in promoting the physical and mental health development of rural children and enhancing their aesthetic education. However, aesthetic education for rural preschool children in China faces numerous challenges, mainly manifested as uneven resource allocation, monotonous course content, neglect of individual differences, low parental involvement, and an imperfect evaluation system. Based on this, measures to improve aesthetic education for rural preschool children include increasing investment in educational resources, innovating course content with a focus on diversity, paying attention to individual differences and respecting children's interests, increasing parental involvement to create a good family environment, improving the evaluation system, and emphasizing children's comprehensive development, etc. These provide some references and inspirations for the reform and development of aesthetic education for rural preschool children in China.

Keywords

Rural Education, Preschool Children, Aesthetic Education, Preschool Education.

1. Introduction

Schiller pointed out in his "Letters on the Aesthetic Education of Man" that "the decadent and degenerate state of individuals in contemporary society stems from the severing of the inner connection of humanity caused by the opposing impulses of reason and sensibility." The concept of "aesthetics" was first proposed by the philosopher Baumgarten in the mid-eighteenth century, derived from the Greek term "aisthetike," which means perception. In

¹First Author

²Corresponding Author, email: yhq0507@suse.edu.cn

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Baumgarten's view, aesthetics focuses on the perfection of perception and on the perception of perfection or beauty.^[3]"Beauty" is a part of nature that everyone can perceive. "Aesthetic sense" is the ability to perceive the existence of beautiful things, a feeling actively constructed from within the individual. This ability to perceive beauty requires acute senses to receive various external information while also being connected to one's imagination and experience.^[4]Pre-school aesthetic education refers to educational activities that, based on the physical and psychological characteristics of pre-school children, utilize beautiful things and various aesthetic approaches to cultivate children's sentiment and ability to perceive, appreciate, express, and create beauty. The goal of pre-school aesthetic education, as stipulated in the "Regulations on Kindergartens," is to "cultivate children's preliminary sentiment and ability to perceive and express beauty," which includes promoting the construction of a beautiful and kind society, fostering initial aesthetic abilities, laying a solid foundation for creating beauty, and promoting the comprehensive development of children in moral, intellectual, physical, and other areas. Aesthetic education not only focuses on pre-school children's perception and appreciation of beauty but also emphasizes their active participation and experience in artistic creation. Through aesthetic education, children can better recognize and understand beauty, cultivate creativity and imagination, enhance emotional and social skills, and establish self-confidence and self-esteem.^[5]

The goal of aesthetic education is the comprehensive development of children, cultivating the correct values, key competencies, and essential character traits necessary for pre-school children's future development. Aesthetic education aims to enable pre-school children to learn to appreciate the beauty in life and nature, uncover the beauty in labor and creation, and enjoy the beauty of traditional culture. True aesthetic education for pre-school children focuses on creating an environment that minimizes the emphasis on knowledge and techniques, and instead emphasizes children's active participation and experiences, rather than merely transmitting skills.

^[3] Mahgoub, Y.M. The impact of arts education to enhance of aesthetic sense ability for basic level pupils. *Journal of Education and Human Development*, 2016,5(2): 126-130.

^[4] Lin, M.C. The development on the learning indicators of aesthetic domain for kindergarten curriculum in Taiwan-using the construction of drama indicator and scale as example. *Contemporary Educational Research Quarterly*, 2012,20(4): 1-44

^[5] Li Ping. The Importance of Aesthetic Education for Pre-school Children and Its Implementation Strategies [J]. *Education Science*, 2020, (4): 56-59.

2. The connotation of aesthetic education for pre-school children.

2.1. Aesthetic education is the core of all education

Education can alter an individual's future and is pivotal in enhancing a country's competitiveness. In today's rapidly changing world, the objectives of education have far transcended the mere imparting of knowledge and skills. It is increasingly shifting towards nurturing well-rounded individuals, where "aesthetic education," as a crucial component of education, is increasingly highlighting its value. Aesthetic education is not merely a segment of arts education; it is a process of perceiving, understanding, and creating beauty that nourishes the soul, cultivates emotions, and fosters personal, moral, and social development.^[6]As emphasized by the American educational philosopher John Dewey in his book "Art as Experience," "Art is one of the most direct and purest forms of human experience." Aesthetic education is not merely about cultivating students' ability to perceive and appreciate beauty; it is also a crucial aspect of holistic personality education. Through various means such as art, nature, and aesthetic theory, aesthetic education helps students develop healthy aesthetic values and abilities, thereby enhancing their overall quality and personal charm. As Confucius said, "Those who merely know it are not as good as those who love it; those who love it are not as good as those who delight in it."

2.2. The function of aesthetic education for pre-school children lies in promoting their comprehensive development

Dewey believed that beauty is a fundamental quality aspect that contributes to the individual growth process or the "continuum of experience," which is the authentic experience of education. Beauty is not confined solely to art; it is present in science, mathematics, history, art, and other experiences. In other words, the study of all disciplines can potentially encompass aesthetic sensations, which can promote balanced development in pre-school children.^[7]Aesthetic education plays an irreplaceable role in the comprehensive development of individuals, not only stimulating the creativity and imagination of pre-school children but also enhancing their critical thinking and problem-solving abilities. By adopting an interdisciplinary learning approach, aesthetic education integrates knowledge from various fields such as art, science, history, and culture, providing students with a broader intellectual

^[6] Xia Yonggeng, Xu Hui, Zhou Xianfeng. Establishing Virtue through Aesthetic Education: Practical Demands, Theoretical Logic, and Practical Pathways [J]. Research on Educational Development, 2021, 41(22): 69-74.

^[7] Plummeridge, C., 1999. Aesthetic education and the practice of music teaching. British Journal of Music Education, 16(2): 115-122.

horizon and space for contemplation. As pointed out by American psychologist Howard Gardner's theory of multiple intelligences, everyone possesses different combinations of intelligences, and aesthetic education can stimulate and cultivate these intelligences, particularly spatial intelligence and interpersonal intelligence.^[8]

2.3. Aesthetic education for pre-school children is embodied

The cognitive development of pre-school children is not fully reliant on abstract thinking; they primarily perceive and understand the world through bodily activities and sensory experiences. As Piaget stated, children's development is a process of gradually constructing cognitive structures through interaction with their environment.^[9] In "Phenomenology of Perception," Maurice Merleau-Ponty points out that the body is the foundation of perception, and aesthetic experience cannot be separated from the participation of the body. The body serves as a bridge between the subject and the world, enabling understanding and experiencing the world through bodily perception and movement.^[10] In aesthetic education, this embodied participation transforms artworks from mere visual stimuli into immersive and resonant experiences that engage the entire being. In embodied aesthetic education practices, children are no longer passive recipients of knowledge but active explorers, experiencers, and creators.^[11]

3. The Practical Dilemmas of Aesthetic Education for Preschool Children in Rural Areas

3.1. Unequal distribution of resources

According to statistics, if calculated based on a class size of 30 children, the student-teacher ratios in urban, township, and rural areas are 1:15.07, 1:18.79, and 1:29.75, respectively, indicating a significant disparity in teacher resources between urban and rural areas. In cities, aesthetic education resources are relatively abundant. Urban preschool children often have access to professional aesthetic education teachers, a wealth of teaching materials, advanced teaching facilities, and diversified aesthetic education courses, which provide them with rich

^[8] Liu Shiyu, Li Xiang. The Integration of Multiple Perspectives in Developmental Student Evaluation [J]. Journal of Inner Mongolia Normal University (Education Science Edition), 2015, 28(08): 112-114.

^[9] Piaget, J. (1952). Jean Piaget. In E. G. Boring, H. Werner, H. S. Langfeld, & R. M. Yerkes (Eds.), A History of Psychology in Autobiography, Vol. 4, pp. 237–256. Clark University Press.

^[10] Merleau-Ponty, authored by; translated by Jiang Zhihui. Phenomenology of Intuition [M]. Beijing: The Commercial Press, 2001.

^[11] Gallese, V. (2005). Embodied simulation: From neurons to phenomenal experience. Phenomenology and the Cognitive Sciences, 4(1), 23-48.

and varied aesthetic education experiences and contribute to the cultivation of their aesthetic abilities and creativity.^[12] In contrast, preschool educational institutions in rural areas are often resource-constrained, lacking professional aesthetic education teachers and necessary teaching facilities. Rural preschool children cannot enjoy the same level of aesthetic education as urban preschool children, which, to a certain extent, limits the opportunities for the comprehensive development of preschool children in rural areas.

The allocation of aesthetic education resources is uneven across regions, with notable differences in development levels among them. In some economically developed cities, aesthetic education resources are abundant, with various artistic activities occurring frequently, providing preschool children with extensive exposure to various forms of art education. However, in some rural areas, due to funding and resource constraints, aesthetic education resources are scarce, making it difficult for preschool children to access high-quality aesthetic education. The uneven distribution of aesthetic education resources not only impacts the aesthetic development of rural preschool children but also hinders the cultural development of rural areas.

3.2. The curriculum content is monotonous

Aesthetic education courses are an important component of kindergarten education, capable of cultivating preschool children's artistic accomplishments and aesthetic abilities, and promoting their comprehensive development.^[13] Kindergartens are also actively exploring new paths for aesthetic education. However, the current content of aesthetic education courses in rural kindergartens is monotonous, mainly focusing on music and fine arts. There is a lack of internal connection and coordination among these courses, and they fail to integrate organically with other courses. This monolithic curriculum arrangement cannot fully cultivate students' aesthetic abilities and creativity, thereby limiting the educational effectiveness of aesthetic education.^[14]

The lack of innovation and fun in course content has caused rural kindergartens to fall into a "vicious circle" of blindly imitating urban early childhood education. The imbalance in aesthetic education in rural kindergartens has led to a lack of interest in aesthetic education

^[12] Wang Xiaoli. Reflections on the Uneven Distribution of Preschool Education Resources Between Urban and Rural Areas [J]. Studies in Preschool Education, 2019, (2): 32-35.

^[13] Zhu Chang. Research on the Cultivation Mode of Artistic Innovation Ability for Preschool Education Majors in Colleges and Universities [J]. Journal of Jilin Provincial College of Education, 2018, 34(06): 177-179.

^[14] Ma Qingqing, Wang Anquan, Yan Panmei. Dilemmas and Solutions in the Implementation of Aesthetic Education in Rural Schools [J]. Teaching and Management, 2023(30): 24-28.

courses among rural preschool children, which affects the effectiveness of aesthetic education for them.^[15]In rural areas, the teaching content of aesthetic education courses for preschool children is often reused, lacking updates and variety. This repetition not only makes the course content monotonous and boring but also fails to meet the ever-growing knowledge demands and curiosity of preschool children.

Each child has unique interests and talents. However, aesthetic education courses for preschool children in rural areas often adopt a "one-size-fits-all" teaching model, neglecting the individual differences and interest needs of preschool children.^[16]The content of aesthetic education courses for preschool children is often uniformly formulated by preschool teachers or early childhood education institutions, lacking targetedness and individualization. This approach neglects the needs for personalized development of young children, fails to stimulate the potential of each preschool child, and is also detrimental to cultivating their creativity and independent thinking abilities.

In rural areas, when designing the content of aesthetic education courses, preschool teachers or early childhood education institutions often place too much emphasis on knowledge impartation, neglecting the practicality and experiential nature of preschool children, as well as their interests and needs. Although preschool children can more intuitively experience the charm of artistic aesthetic education through hands-on activities and participation in artistic creation, such as simple drawing, paper cutting, pasting, etc., over time, the content becomes repetitive and lacks depth, making it difficult for children to gain deeper aesthetic experiences and sensations, and also challenging to stimulate their pursuit of beauty and love for art. However, the proportion of such activities in the curriculum is relatively small, insufficient to meet the preschool children's demand for practical experiences.

3.3. Neglecting individual differences

Kindergarten aesthetic education is an important means of cultivating preschool children's aesthetic taste, creativity, and humanistic qualities. However, in the process of aesthetic education cultivation in rural kindergartens, the issue of neglecting individual differences among preschool children is prominent. Despite significant differences among preschool

^[15] Lai Bing. Implementation Strategies for Innovating Aesthetic Education in Rural Kindergartens through Guangxi Folk Culture [J]. China Ethnic Culture Expo, 2023(03): 66-69.

^[16] Zhang Ming. Innovation in the Content and Teaching Mode of Aesthetic Education Courses for Preschool Children [J]. Theory and Practice of Education, 2021, (6): 78-80.

children in terms of age, gender, personality, interests, and abilities, many rural kindergartens still adopt a one-size-fits-all approach in aesthetic education.

In practical educational processes, this one-size-fits-all method educates all children in aesthetic education according to the same standards, neglecting the uniqueness of each child. This model not only fails to effectively cultivate children's aesthetic taste and creativity but may also lead some children to feel frustrated and disappointed. For example, they may struggle to keep up with the learning pace of other children or fail to meet expected educational goals, thereby affecting the self-confidence and learning interest of rural preschool children.

In rural areas, due to limitations in kindergarten resources and teaching staff, many preschool teachers lack professional training tailored to individual differences. As a result, they are unable to effectively identify and meet the unique needs of each preschool child in teaching, making it difficult to provide diversified and personalized aesthetic education. Consequently, preschool children are unable to fully exert their creativity and imagination in aesthetic education courses, greatly diminishing the educational effectiveness.

3.4. Low Parental Involvement

In the process of aesthetic education for preschool children in rural areas, parental involvement is generally low. This phenomenon is particularly prominent in rural regions, mainly manifesting as parents lacking the time and energy to participate in their children's aesthetic education activities. Due to rural parents being usually busy with agricultural production or migrant work, they struggle to find time to accompany their children. Often, children are left in the care of grandparents or boarded at childcare institutions, resulting in a lack of active parental participation in their aesthetic education. Children growing up in such an environment lack emotional attention and mental health support.

Rural parents also generally attach less importance to aesthetic education. Influenced by the evaluation orientation of exam-oriented education, parents tend to prioritize their children's academic performance, regarding aesthetic education as the responsibility of kindergartens. They believe that children can acquire sufficient artistic knowledge and skills through aesthetic education courses, often neglecting to support and participate in their children's aesthetic education within the family environment. Due to low parental involvement, preschool children in rural areas lack support for aesthetic education at home, which restricts

their development in terms of artistic interests, aesthetic abilities, and creativity to a certain extent.

3.5. Imperfect Evaluation System

Aesthetic education is an important component of children's education and one of the key means for fostering their comprehensive development. However, the current evaluation system for aesthetic education for rural preschool children faces several issues that need to be improved and refined.

In the evaluation system for aesthetic education for rural preschool children, the evaluation criteria are not sufficiently clear. Many evaluation criteria vaguely describe children's performance in aesthetic education, lacking specific standards and detailed rules. This results in evaluation results that fail to accurately and fairly reflect the true situation of children's aesthetic education. For instance, when evaluating children's artistic abilities, reliance often solely on teachers' subjective judgments lacks objective and specific evaluation indicators, thereby affecting the accuracy and fairness of the evaluation.

The evaluation methods in the aesthetic education evaluation system for rural preschool children are relatively monolithic. Currently, the primary evaluation methods are teacher evaluations and parent evaluations, lacking diversified evaluation methods. The subjective factors of teachers and parents can affect the accuracy of evaluation results. For example, preschool teachers may not be able to comprehensively and fairly evaluate each child's performance in aesthetic education due to personal preferences or insufficient teaching experience, while parents may lack understanding of aesthetic education, affecting the objectivity of their evaluations. Monolithic evaluation methods may lead to biased evaluation results.

The evaluation content in the aesthetic education evaluation system for rural preschool children is not comprehensive enough. Currently, the primary evaluation content includes children's performance in music, art, dance, etc., but it does not cover evaluations of children's aesthetic emotions, attitudes, and values. Incomplete evaluation methods may result in one-sided evaluation results that fail to fully reflect children's level of aesthetic education. Aesthetic education is not merely the cultivation of skills and techniques but also the guidance of emotions, attitudes, and values. Therefore, neglecting evaluations in these aspects will lead to a one-sided understanding and assessment of children's aesthetic education development.

The inadequacy of the evaluation system for aesthetic education for rural preschool children not only affects the accuracy and fairness of evaluation results but also limits the comprehensive development of aesthetic education. Establishing clear evaluation criteria, diversified evaluation methods, and comprehensive evaluation content is key to improving and refining the evaluation system for aesthetic education for rural preschool children, as well as enhancing its scientificity and effectiveness.

4. Practical Paths for Aesthetic Education of Rural Preschool Children

4.1. Increasing Investment in Educational Resources

Investment in educational resources is one of the vital means to achieve educational equity and improve educational quality. In response to the practical difficulties faced by aesthetic education for rural preschool children, increasing investment in educational resources is a crucial countermeasure. By constructing and renovating aesthetic education classrooms, purchasing advanced teaching equipment and artistic creation materials, we can provide rural preschool children with a favorable learning environment for aesthetic education, stimulate their learning interest, and enhance the teaching effectiveness of aesthetic education courses. Good remuneration and development opportunities can attract and retain outstanding aesthetic education teachers, thereby stabilizing and enhancing the quality of rural aesthetic education. The teaching staff for rural aesthetic education is weak. By increasing investment, we can provide higher salaries and more training opportunities for aesthetic education teachers, enhancing their teaching abilities and professional qualities.

Increasing investment in educational resources facilitates educational research and teaching innovation. By providing special fund support, rural early childhood education institutions can conduct research explorations in aesthetic education, develop aesthetic education curricula and teaching methods suitable for rural children. These research activities can not only enrich teaching content but also promote the integration of educational theory and practice, driving the sustainable development of rural aesthetic education.

Educational equity is an important guarantee for achieving educational modernization and advancing the construction of an educationally powerful nation. Increasing investment in educational resources can promote educational equity. Through preferential policies and financial support, we can ensure a relative balance of aesthetic education resources between impoverished and rural areas and urban areas, narrowing the educational gap between urban and rural areas. Especially for impoverished and rural areas, increasing investment in

educational resources can improve educational facilities, enhance teaching quality, and promote the development of local education.^[17] This not only enables rural preschool children to enjoy the same aesthetic education opportunities as urban preschool children but also promotes the realization of educational equity and fosters harmonious social development.

4.2. Innovate Course Content with a Focus on Diversity

Against the backdrop of current educational reforms, the development and implementation of innovative course content have become the focus of educators. Diverse course content and gameplay activities should encompass multiple domains such as language, health, society, and physical education, enabling preschool children to find content that interests them across different fields. Rural kindergartens or preschool education institutions should design rich and diverse aesthetic education course content based on the age characteristics and interest needs of preschool children. For example, some children enjoy hands-on activities, so experimental courses can be designed; others prefer independent thinking, and thus exploratory courses can be crafted. This diverse curriculum arrangement can better meet the individual needs of preschool children, enabling them to choose courses that suit them and thus become more engaged in their learning.

Modern society requires talents with diverse abilities, and diverse course content allows preschool children to receive comprehensive training across different fields. Rural areas possess unique natural environments and cultural traditions, and aesthetic education activities for rural preschool children often need to be tailored to local conditions, fully incorporating elements such as the history, culture, customs, and local characteristics of rural areas into aesthetic education activities. Rural preschool aesthetic education courses encompass art, physical education, and science, among others. These courses not only cultivate students' aesthetic abilities, physical fitness, and logical thinking skills but also continuously foster children's sense of self-identity and belonging, helping them develop comprehensively and adapt to the needs of societal development. For example, through art courses, students can enhance their aesthetic abilities and artistic accomplishments; through physical education courses, they can improve their physical fitness and develop teamwork spirit; and through science courses, they can cultivate logical thinking and problem-solving abilities.

^[17] Zhao Li. Research on the Equalization of Preschool Education Resource Allocation [D]. Beijing Normal University, 2018.

4.3. Pay Attention to Individual Differences and Respect Children's Interests

In the process of aesthetic education for rural preschool children, paying attention to individual differences and respecting children's interests are crucial principles. Every child is a unique individual with different talents, interests, and needs.^[18] As preschool educators, we should respect the personalities and interests of preschool children and provide suitable learning methods and support for them.^[19]

Developing aesthetic education for rural preschool children requires taking children's own interests and needs as the starting point. It emphasizes the learning interests of preschool children and stimulates their active participation and emotional experiences. Rural preschool aesthetic education curricula should be based on the cultivation of children's self-awareness and their curiosity and exploration of the external world, providing a relaxed and creative environment that encourages children to freely express themselves in artistic creation, enabling preschool children to better engage in learning and fostering their creativity and imagination.^[20]

Respecting children's interests is the foundation for realizing personalized education. When preschool children are interested in certain things, they will invest more energy and enthusiasm. In rural preschool aesthetic education, educators should avoid forcing preschool children to learn in a unified way, as this approach can easily suppress children's learning interests and, consequently, affect learning outcomes. Instead, educators should actively discover preschool children's interests and provide corresponding support and resources. For example, for children interested in painting, more painting materials and time can be provided; for those interested in music, more musical activities and guidance can be offered. This approach can improve children's learning outcomes and participation.

Paying attention to individual differences is an important means of realizing personalized education. Each preschool child has their own strengths and weaknesses, and educators should provide suitable learning content and methods based on children's individual characteristics to help them develop their strengths and compensate for their weaknesses. For instance, some children may be more adept at hands-on activities, and their creativity can be stimulated through more craft-making and experimental activities; while others may excel at

^[18] Li Nan. The Significant Role of Equal Communication in Early Childhood Education [J]. Journal of Xinxiang Education College, 2005, 18(02): 133-134.

^[19] Teng Yu. An Exploration of Constructivist Teaching Perspectives in Preschool Education [J]. Journal of Liaoning Teachers College (Social Sciences Edition), 2012(06): 81-82.

^[20] Chen Xiaoyan. How to Cultivate Creativity and Imagination in Preschool Children's Aesthetic Education [J]. Early Childhood Education, 2022, (1): 23-25.

theoretical thinking and can develop their logical thinking abilities through more exploratory learning and discussions. Educators should provide diversified learning methods and resources based on children's characteristics to help them achieve personalized learning and development.

4.4. Increase Parental Involvement and Create a Positive Family Environment

Parental involvement refers to the degree of parents' participation in the educational process, and the higher the level of parental involvement, the better the growth environment for children. A positive, harmonious, and loving family atmosphere can stimulate parents' enthusiasm for participation, making them more willing to engage in their children's educational process. Conversely, a negative, disharmonious, and unloving family atmosphere can cause parents to lose confidence in education and be unwilling to participate in their children's educational process. Therefore, creating a positive, harmonious, and loving family atmosphere is an important prerequisite for increasing parental involvement.

Parents' educational beliefs determine their views on education and the way they participate in their children's education.^[21] If parents hold more traditional beliefs, believing that children should be controlled by parents, they may be unwilling to participate in their children's educational process. In contrast, if parents have more open beliefs, believing that children should have their own choices and freedom, they may be more willing to participate. Therefore, enhancing parents' educational beliefs is an important way to increase their involvement.^[22] Educational experts, psychologists, aesthetic education teachers, and other professionals can be invited to conduct lectures and training for parents, covering the importance of aesthetic education, methods and techniques of aesthetic education, etc., to help parents establish correct educational beliefs. Through online platforms, book recommendations, and other means, parents can be provided with rich aesthetic education resources to help them understand and master aesthetic education knowledge and improve their level of awareness of aesthetic education.

Increasing parental involvement and creating a positive family environment require the joint participation of parents, early childhood education institutions, and society. Parents should actively participate in their children's educational process, improve their educational beliefs

^[21] Zou Ping, Yang Lizhu. The Influence of Parental Educational Beliefs on the Development of Children's Personality-Related Traits [J]. *Studies of Psychology and Behavior*, 2005(03): 182-187.

^[22] Liu Yuan. A Case Study on the Utilization of Family Resources in Kindergarten Thematic Activities [D]. Nanjing Normal University, 2021.

and skills, and create a positive, harmonious, and loving family atmosphere for their children. Early childhood education institutions should provide more opportunities for parents to participate, establish good communication mechanisms, and enable parents to better understand the educational situation of preschool children. Society should provide more support for parents, establish a good social atmosphere, and enable parents to better participate in the educational process of preschool children.

4.5. Improve the Evaluation System and Focus on the Comprehensive Development of Preschool Children

The evaluation system should be objective and fair. Each child has their unique characteristics and abilities, and the evaluation system should avoid subjective biases and discrimination, evaluating each child's performance as objectively as possible. Additionally, the evaluation system should emphasize fairness, avoiding unfair phenomena arising from factors such as personal relationships and family backgrounds. The evaluation system should help teachers, parents, and children themselves understand the child's development, so that appropriate measures can be taken in a timely manner. The evaluation system should also promote children's self-awareness and self-development, helping them understand their strengths and weaknesses, and thus better realize their potential.

Establishing a comprehensive, scientific, and reasonable evaluation system that focuses on the comprehensive development of children is an important way to improve the quality of children's education. The evaluation system should be objective, fair, operable, practical, and coordinated with teaching objectives to promote the comprehensive development of children.

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