

AESTHETIC COMPETENCE EDUCATION FOR SHAPING AND DEVELOPING QUALITIES AND COMPETENCE IN UPPER SECONDARY SCHOOL STUDENTS ACCORDING TO THE 2018 GENERAL EDUCATION CURRICULUM

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ABSTRACT

Education oriented towards the formation and development of learner competencies is the core of current educational reform. In line with this perspective, the article presents fundamental concepts, emphasizing the role of aesthetic competency education for high school students. It also addresses the aspects of aesthetic education and the methods through which instructors influence the development of students' aesthetic competencies across various subjects. Utilizing analytical, synthesizing, and illustrative methods, the article clarifies the formation and development of two types of aesthetic competencies: the ability to discover beauty and the ability to appreciate beauty.

Keywords: Education, aesthetic competence, qualities, upper secondary school students, general education curriculum.

1. INTRODUCTION

Aesthetic education is one of the key elements of the general education curriculum. According to the 2018 General Education Program, many high school students currently lack a comprehensive understanding of beauty. Their aesthetic tastes are somewhat skewed, and their appreciation and evaluation of aesthetic products are not always accurate. Meanwhile, high school students are at an age filled with emotions, curiosity, and a strong desire to explore their surroundings, with a vivid imagination. At this stage, personality development can be significantly shaped if students are properly educated and guided, providing them with the opportunity to develop a well-rounded character and intellect.

As we know, aesthetics is one of the essential factors contributing to the formation of human character. It serves as a foundation that shapes thoughts, emotions, and behaviors, and it is a measure of each individual's aesthetic competence. Aesthetics not only guides thoughts and perspectives but also inspires aspirations, ideals, and motivations, forming a purposeful approach to learning and working, with a focus on values of truth, goodness, and beauty. Therefore, aesthetic competency education for high school students is, has been, and will continue to be a topic of great importance, requiring further attention and research in the near future.

2. RESULTS

2.1. Some Basic Concepts

Education is a social process, crucial to the development and perfection of human personality. Education is not merely the transmission of knowledge but also the orientation and training of individuals towards personality development.

Aesthetic competency is a set of psychological and physiological attributes, along with specific mental and physical qualities, that enable individuals to appreciate, evaluate, and create aesthetic values in art and life. It includes aesthetic needs, aesthetic emotions, and aesthetic taste: Aesthetic needs are human desires for beauty, aimed at eliminating the ugly.

Aesthetic emotions are the emotional responses of individuals to aesthetic phenomena in nature, life, and art.

Aesthetic taste refers to a person's preferences in aesthetics as well as their ability to perceive and create beauty. Aesthetic taste encompasses both aesthetic emotions and aesthetic ideals.

The concept of aesthetic education in Marxist-Leninist aesthetics is defined in two senses: In the narrow sense, it refers to education about beauty, teaching individuals to perceive, evaluate, and create beauty. In the broader sense, it refers to education and self-education, fostering the full development of human capacities according to the laws of beauty. Thus, aesthetic education is universal because it exists everywhere and at all times in life, synonymous with the formation of aesthetic consciousness.

Aesthetic education aims to shape an aesthetic subject who knows how to enjoy, evaluate, and create in all areas of life, following the laws of beauty. In summary, whether in the narrow or broad sense, aesthetic education is directed towards enriching and harmonizing human development and establishing aesthetic culture within social relationships. In other words, the essence of aesthetic education, according to Marxist-Leninist aesthetics, is closely tied to creative activities, as humans are always striving toward new values. Aesthetic education helps to develop the dynamic form of the aesthetic subject, encouraging robust and free growth, based on a proper worldview and philosophy of life.

Marxist-Leninist aesthetics views aesthetic education as an integral part of the overall educational mission of society. It is closely linked with labor education, patriotic education, international spirit, and the harmonious balance between tradition and modernity, individual and society, body and mind. Additionally, aesthetic education has a distinctive characteristic, different from other educational methods, due to its aesthetic nature. However, aesthetic education and other forms of education are dialectically related, sharing a common goal: the perfection of human personality.

2.2. The Role of Aesthetic Competence Education

Aesthetic Education with Functions and Objectives:

Aesthetic education serves to shape aesthetic value orientation for personality development while fostering the ability for aesthetic creativity. With these functions and objectives, it necessitates appropriate forms of aesthetic education.

Marxist-Leninist aesthetics suggests that aesthetic education is closely linked with labor education. Labor within society and the community is the first form of aesthetic education. Not only does labor refine individuals both materially and spiritually, but it also fosters human emotions and a sense of community. It helps people value their own work and that of others in society. From this, individuals come to appreciate the values crystallized in labor, including aesthetic value. Furthermore, practical social labor is also the source of endless inspiration for the appreciation and creation of art, which is considered the pinnacle of aesthetic creativity.

The second form of aesthetic education is through improving the aesthetic environment, which includes cultural communication, fashion tastes, and living conditions. Today, we live in an increasingly modern and convenient world with numerous choices.

Art education holds a central position among forms of aesthetic education. Due to its educational function, art itself is a tool for aesthetic education. Art guides individuals towards the values of Truth, Goodness, and Beauty, and through its imagery, it influences people's hearts. Art education can create a need for artistic appreciation, enhance emotional sensitivity, and stimulate creativity in those frequently exposed to it. This leads to individuals becoming more refined and humane.

Aesthetic education through aesthetic philosophy is the highest form of education, providing individuals with fundamental and accurate concepts to analyze aesthetic values. This type of education is particularly important for those who evaluate and create aesthetics, as it forms the foundation for cultivating healthy aesthetic tastes and noble aesthetic ideals, thereby guiding aesthetic orientation for individuals as aesthetic subjects.

Aesthetic competency education is one of the important goals reflecting the comprehensive educational philosophy of the Party, the State, and the National Assembly. Among the tasks and solutions stated in Resolution No. 29-NQ/TW on the fundamental and comprehensive reform of education and training, it is clearly mentioned: "Renovating the curriculum to develop learners' competencies and qualities, in harmony with ethics, intellect, physical fitness, and aesthetics."

The educational reform objective is also stipulated in National Assembly Resolution 88/2014/QH13: "To reform the general education curriculum and textbooks in order to fundamentally and comprehensively improve the quality and effectiveness of general education; Integrating teaching literacy, teaching morality, and career orientation; Contributing to the transition from an education system focused heavily on knowledge transmission to one that develops learners' qualities and competencies, harmonizing ethics, intellect, physical fitness, and aesthetics, while maximizing each student's potential."

To concretize the general education objectives, which are built on the Party's and State's perspectives on the comprehensive reform of education and training, the 2018 General Education Program was established to form and develop five key qualities in students: patriotism, compassion, diligence, honesty, and responsibility. At the same time, the program develops 10 core competencies in students: self-control and independent learning, communication and collaboration, problem-solving and creativity, language competency, numeracy, scientific competency, technological competency, IT competency, aesthetic competency, and physical competency.

Aesthetic education activities are designed to help learners develop a sound and comprehensive understanding of beauty in general—whether in art, nature, or human activities—and of different cultures, civilizations, and art schools. This fosters a proper understanding of beauty.

In other words, a person properly educated in aesthetics will know what to love, what to dislike, what is beautiful, and what is not. They will understand how to promote beauty and limit ugliness and evil. Such individuals will be able to praise beauty accurately, criticize what is not beautiful, and have their own views on beauty, without being easily influenced by others.

In the structure of students' competencies within the general education program, aesthetic competency education holds a vital position. The general education program forms and develops students' core competencies, including general competencies formed and developed through all

subjects and educational activities, such as: self-control and independent learning, communication and collaboration, and problem-solving and creativity.

Specific competencies, mainly developed through certain subjects and educational activities, include: language competency, numeracy, scientific competency, technological competency, IT competency, aesthetic competency, and physical competency. Additionally, the general education program also contributes to identifying and nurturing students' talents. Therefore, the general education program recognizes aesthetic competency as a specific competency, mainly formed and developed through certain subjects and educational activities.

2.3. Aspects of Aesthetic Competence Education

Aesthetic Education: Functions and Aims

Aesthetic education refers to the education of beauty, the concept of beauty, the sublime, and the true values of life. The general education program outlines the content of education that aims to shape and develop aesthetic competencies, which are implemented through subjects in the field of arts education (Music and Visual Arts), Literature, and experiential and career-oriented activities.

Students' aesthetic competency includes musical competency, visual arts competency, and literary competency. Each competency is reflected in activities such as: recognizing aesthetic elements, analyzing and evaluating aesthetic elements, and recreating, creating, and applying aesthetic elements. This is particularly evident in three main subjects. First, for the two subjects in the field of arts education: the goal of forming and developing aesthetic competencies contributes both to the development of essential qualities and general competencies in students, and to equipping students with core knowledge and basic skills in the arts, focusing on fostering aesthetic competencies and identifying and nurturing artistic talents.

Music Education

Music education through experiential activities helps develop musical competencies with components such as: musical performance, musical appreciation, and musical creativity and application. It also contributes to discovering and nurturing musically gifted students. At the foundational education stage, through activities like acquiring basic knowledge and skills in singing, musical instruments, listening to music, reading music, music theory, and musical appreciation, students engage in experiences, explore, and express themselves through musical activities to develop their aesthetic competency. They also gain awareness of the diversity of the musical world and the relationship between music, culture, history, and other art forms, fostering a sense of preserving and promoting traditional musical values.

At the career-oriented education stage, through activities exploring advanced knowledge and skills in singing, musical instruments, music theory, and musical appreciation, students with interests, talents, or career orientation in music can select additional study modules. These help them further develop practical skills, expand their understanding of music in relation to cultural, historical, and social factors, and apply this knowledge to their lives, satisfying personal interests and exploring careers related to music.

Visual Arts Education

Visual arts education focuses on awakening and developing artistic competency through aesthetic observation, creative application of aesthetics, and aesthetic analysis and evaluation. It educates students to respect and inherit traditional cultural and national artistic values, engage with contemporary aesthetic values, and foster creativity aligned with societal development. Students

are provided opportunities to experience and apply visual arts in real-life situations, gaining an understanding of its importance and connections to life, culture, history, society, and other academic subjects.

At the foundational education stage, students become familiar with and explore visual arts knowledge through various activities, enabling them to experience art, understand and express the world, and appreciate and explore cultural and aesthetic values in life and art. At the career-oriented education stage, visual arts education expands on the knowledge and skills formed in the foundational stage, offering students access to fields related to visual arts and practical application. This stage provides students with opportunities to explore and align their career orientation with their personal interests and societal needs.

Literature Education

Literature as a subject hold both instrumental and aesthetic-humanistic values. It provides students with communication tools and forms a foundation for learning all other subjects and engaging in other educational activities within educational institutions. Literature is essentially humanistic; studying literature is about learning to be human, establishing accurate perceptions of the values of Truth, Goodness, and Beauty in life, and instilling in students noble values regarding national culture, literature, and language. Literature education fosters in students healthy emotions, humane feelings, and compassionate living.

Through the vibrant and unique language and artistic imagery in literary works, Literature plays a crucial role in helping students shape and develop essential qualities and core competencies for effective living, lifelong learning, and meaningful work. By practicing reading, writing, speaking, and listening skills, students form and develop literary competency—a manifestation of aesthetic competency. Additionally, they develop noble ideals and humane emotions, leading to a comprehensive development of mind and character.

Experiential and Career-Oriented Activities

In addition to the core subjects mentioned above, aesthetic competency is also formed and developed through other educational activities, such as experiential learning and career-oriented activities. These activities provide opportunities for students to apply their aesthetic understanding and skills in diverse and practical contexts, further enhancing their aesthetic awareness and creativity.

This specialized educational text emphasizes the comprehensive approach of integrating aesthetics into various aspects of the general education curriculum, fostering both individual growth and societal awareness through aesthetic competency.

2.4. Methods of Aesthetic Competence Education for Shaping and Developing Qualities and Competence in Upper Secondary School Students

To fulfill the function of aesthetic education for students, schools need to plan the management of aesthetic education activities in harmony with the school's overall activity plan. Through each subject and extracurricular programs, the school should devise detailed plans that integrate and flexibly implement the objectives and aesthetic content that needs to be taught. Since there are no specific subjects designed solely for aesthetic education, schools should adjust by leveraging the advantages of certain subjects in the social sciences, humanities, and arts that are already available within the school. Specifically, the subject of Literature, with its rich use of language and imagery, has the ability to create profound aesthetic impressions and influence the

aesthetic appreciation of a large proportion of students, so it must be given due attention. Civic Education, which constantly directs students toward the values of truth, goodness, and beauty, should also be emphasized, avoiding the misconception that it is a secondary or unnecessary subject. Extracurricular activities such as festivals, cultural performances, school newspapers, and competitions should be increasingly infused with content promoting aesthetic education.

In addition to schools, families play an essential role in coordinating the aesthetic education of students. Families must create a supportive psychological environment and solid foundation for children, taking care of their material and emotional well-being so that they have the conditions to seek and appreciate aesthetic values. Moreover, parents and family members are the most crucial figures in guiding children's aesthetic perception.

Educational subjects and activities should apply active learning methods that engage students—where the teacher plays the role of organizer and guide. A friendly learning environment and problem-based situations should be created to encourage students to actively participate in learning activities, discover their abilities and aspirations, and cultivate habits and the capacity for self-directed learning. This process enables students to maximize their potential, utilize accumulated knowledge and skills, and become well-rounded citizens with balanced physical and mental development.

Learning activities should be organized both within and outside the school campus through theoretical lessons, assignments, role-playing games, research projects, workshops, field trips, camping, and reading sessions. Collective activities, community service, and other forms of participation should be included. Depending on the objectives and nature of the activity, students may work independently, in groups, or as a whole class. However, it is essential to ensure that each student is provided the opportunity to perform tasks and gain real-life experiences individually.

The educational method to form and develop aesthetic competencies is based on the specific characteristics of subjects and educational activities. It guides students to have interest and confidence in the process of perceiving, analyzing, and evaluating aesthetic elements, while fostering a desire to recreate, innovate, and apply these elements. This process helps students form a system of values, competencies, and humanistic qualities.

3. CONCLUSIONS

Resolution No. 33-NQ/TW of the 11th Central Executive Committee of the Communist Party of Vietnam on building and developing Vietnamese culture and people to meet the demands of sustainable national development asserts: “Enhance art education, improve the capacity for aesthetic appreciation among the people, especially the youth and adolescents. Promote the role of literature and the arts in nurturing the human soul and emotions. Ensure the right to cultural enjoyment and creativity for every citizen and the community.”

In the current social context, for aesthetic education to meet its full potential and fulfill its mission, it requires the full dedication and collaboration of families, communities, and the entire society. Implementing these solutions will contribute significantly to the comprehensive education of high school students, an essential aspect in the development of advanced, high-quality schools during this era of global integration.

This highlights the importance of aesthetic competence education, acknowledging that it plays a critical role in developing the emotional and cultural values of students and is fundamental in building a future-oriented, culturally enriched society.

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