

# The Aesthetic Education Curriculum Based on Activity Theory to Promote College Students' Body and Mind Harmonious Development

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## Abstract

In the context of deepening education reform and promoting the comprehensive development of quality education, a series of important meetings of the 18th Central Committee of the Communist Party of China in 2013 raised the strategic issue of "strengthening Aesthetic education", with the aim of fostering new-age talents with an aesthetic sense of humor, creativity and all-around literacy. However, during the implementation of Aesthetic education practice, it has been found that the current Aesthetic education curriculum is still narrowly defined in public perception, which limits its educational effectiveness. With the advancement of education concepts, Aesthetic education curriculum should pay more attention to the student-centered promotion of students' body and mind harmonious and comprehensive development. Therefore, in this context, the development of an Aesthetic education curriculum based on Activity theory and aimed at promoting the body and mind harmonious development of college students is particularly urgent and important.

The research objectives were: 1) to investigate the current situation and effectiveness of college students' body and mind harmonious development, 2) to develop aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development, 3) to assess the aesthetic education curriculum based on activity theory through comparing to the college students' body and mind harmonious before and after the implementation of curriculum.

The population of this study was 300 freshmen majoring in art and design in 2023 at Guangxi University of Science and Technology. the samples are 170 freshmen participated in a survey on the status of body and mind harmonious development of university students and 30 freshman students participated in the pilot study. This research tool was questionnaire on the current status of body and mind harmonious development of college students and Body and Mind Harmonious Development Scale. The statistic used were frequency, percentage, mean, standard deviation, and t-test for dependent sample.

The results of this study were as follows:1) the current situation and effectiveness of college students' body and mind harmonious of respondents were in high level, considering each item separately, it was found that, "Physical health" was the highest rank, followed by "Value of life" "Aesthetic ability", "Social adaptation", "Psycho emotional" respectively, 2) the goal of the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development was to improve the body and mind harmonious development of freshmen students. The curriculum consisted of five units, totaling 24 hours of "The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development" were offered. 3). after attending the 24-hour course, there was a significant increase in the development of body and mind harmonious

development of students ( $t = 6.43$ ).  $\text{sig.} = 0.00$ ). at the same time, the five dimensions of value of life, aesthetic ability, physical health, social adaptation, and psycho-emotional were also improved.

The results of the study show that the implementation of the experimental programme has significant effectiveness in promoting the body and mind harmonious development of college students. This educational tool not only improves students' aesthetic ability, but also has a positive effect on the value of life, physical health, social adaptation and psycho-emotional and other dimensions, which has a comprehensive and far-reaching impact on the promotion of college students' body and mind harmonious development.

**Keywords:** The Aesthetic Education Curriculum; Activity Theory; Body and Mind Harmonious Development; College Student

## Introduction

"The purpose of education consists of two parts, one is to provide for the physical and mental qualities of the person whom the educator aims to produce, and the other is to indicate the social needs or class interests that such a person will serve, in which the provision of physical and mental qualities is the central part of the structure of the purpose of education" (Wang, D.& Wang, H.1999: 94).

"Harmonious socialist society is a people-centered society · the main body of society is human beings, social harmony is, in the final analysis, the harmony of human beings, and only by realizing the harmony of human beings can we realize the harmony of society as a whole" (Li, L. 2004: 1). The core of the harmonious development of society lies in the harmonious development of each individual. As an important base for talent cultivation, universities shoulder the important responsibility of cultivating high-quality talents with body and mind harmonious and all-round development. these talents are not only the cornerstone for building a harmonious socialist society, but also an important force for promoting the sustainable and healthy development of society.

"Aesthetic education is the auxiliary means of moral education; it is the education of aesthetic knowledge; it is art education; it is emotional education; is aesthetic education; it is the education of cultivating aesthetic ability; it is the education of "comprehensive education"; it is a realm of education. (Tong, J. 2002:70). Wang Guowei was the first person to introduce the terms "Aesthetics" and "Aesthetic education" into China (Wang, H. & Zhao, L. et al.2016:6). he believes that "A perfect education system must include the cultivation of truth, beauty and goodness" (Wang, G. 1997:(3),57).

Aesthetic education in colleges and universities is an education that uses all kinds of beauty to improve aesthetic ability, cultivate aesthetic concept and perfect personality. As Chung Si-lun and Li Tian-dao (2006) argue: "College aesthetic education refers to the use of natural beauty, social beauty, artistic beauty and other forms of beauty to purify college students' emotions, cultivate their temperament, and improve students' ability to feel, appreciate and create beauty. to cultivate their correct aesthetic concept, aesthetic ideal and aesthetic taste, aesthetic education in colleges and universities is the need to mold perfect personality "(Chung, S-l. & Li, T-d. 2006:7-8). Xue Tianxiang (2001) believes that "The basic purpose of aesthetic education in colleges and universities is to cultivate all-round development of people, and to achieve this goal, we must use beautiful images to feel people,

so that reason can penetrate into perceptual individual existence, and become a conscious aesthetic consciousness to guide our actions" (Xue, T.2001:321). Qiu Chunlin believes that "Through aesthetic education, it is not only to cultivate students' aesthetic ability and the ability to create beauty, but ultimately to beautify people themselves, that is, to educate the young generation to establish the ideal of beauty, develop the character of beauty, cultivate the sentiment of beauty, and form a perfect person" (Li, Y. 2012:(1),119). Li Yi (2012) believes that "College aesthetic education is an indispensable and irreplaceable important aspect of college education to promote the comprehensive and harmonious development of students." (Li, Y. 2012:(1),121). Chen Yuanguai (2010) believes that "While guiding students to have aesthetic feelings and experiences, they are urged to reflect on the value judgment and ethical issues behind aesthetic activities and strive to guide college students' aesthetic taste and aesthetic fashion to develop in a positive and healthy direction". (Chen, Y.-G. 2010:17)

Many scholars believe that the first goal of college aesthetic education is to cultivate the basic aesthetic quality of college students; Secondly, the cultivation of students correct aesthetic perception, aesthetic ideal and aesthetic taste; and promoting the harmonious development of students' body and mind is the ultimate goal, "The need to build a perfect personality" (Chung, S-L.& Li, T-D. 2006:7-8). for example, Li Kiling and Sun Jingzeng's "Introduction to college aesthetic education curriculum" put forward some suggestions on the selection and organization of course content based on the ultimate goal of aesthetic education and the perfection of body, mind and personality (Li, K. & Sun, J. 2003: (1) 42-43). Gu Jianhua's "Outline of the construction of college aesthetic education curriculum" focuses on cultivating correct aesthetic perception. there are four levels of aesthetic ideal, taste and aesthetic ability, cultivating sentiment and perfecting personality (Gu, J. 1998:10 (2), 77). the same goal is expressed in Ding Chunqiu's the function of aesthetic education and the construction of aesthetic education curriculum in colleges and universities (Yu, C. 2007:(2), 150).

This study is rooted in a deep insight into the current situation of college students' physical and mind harmonious development, aiming to reveal the specific needs and challenges faced by college students in the pursuit of the Value of life, the enhancement of aesthetic ability, the maintenance of physical health, the enhancement of social adaptation and Psycho-emotional adjustment through a comprehensive and detailed analysis. Taking this as the cornerstone, this study is committed to building a set of Aesthetic education curriculum system based on Activity theory, which can effectively promote the body and mind harmonious development of college students.

Activity theory, as the theoretical guide of this study, emphasizes the central position of the subject in practical activities and the important role of practical activities in the construction of knowledge and the enhancement of abilities. In the construction of the Aesthetic education curriculum system, we make full use of the essence of Activity theory and design a series of teaching activities and practical projects aimed at stimulating students' initiative, participation and creativity. These activities not only cover the core areas of aesthetic education, but also subtly integrate multiple dimensions such as mental health, physical fitness and social adaptation, aiming to achieve the comprehensive development and harmonious unity of the body and mind of college students.

## Research Objectives

1.To investigate the current situation and effectiveness of college students' body and mind harmonious development.

2.To develop aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development.

3.To assess the aesthetic education curriculum based on activity theory through comparing to the college students' body and mind harmonious before and after the implementation of curriculum.

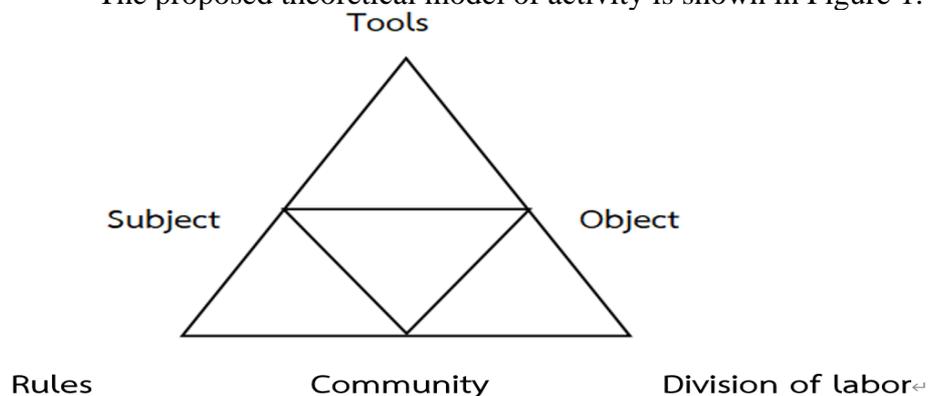
## Literature Review

### 1. Activity theory

Activity theory, also known as Cultural-Historical Activity Theory (CHAT), is a body of theory designed to understand and analyze the relationship between human thought and activity. Activity theory originated in the field of psychological research in the former Soviet Union and has become an important theoretical framework and research tool in psychology. It not only introduced philosophical concepts into psychology, but also became a central principle in explaining psychological phenomena and studying individual activities (Zhao, H. 1997:(1), 87-93).

This study will focus on the theoretical system and analytical framework advocated by the research team represented by Engeström (Engeström, Y., et al. 2010). Based on Hegel's view of activity and Darwin's theory of biological evolution, Engeström, a representative of contemporary Activity theory, analysed the process of human activity evolution from a biogenetic perspective and proposed the Activity Triangle Model, which makes Activity theory "a philosophical and interdisciplinary framework for analysing and investigating the different forms of human activity". The basic unit of analysis in activity theory is the human being. The basic unit of Activity theory analysis is the human being. The basic unit of Activity theory analysis is the activity. Activity systems consist of three core components (subject, object and community) and three secondary components (tools, rules and division of labour). The secondary components in turn form links between the core components.

The proposed theoretical model of activity is shown in Figure 1.



**Figure 1:** activity theory model

## **2. Aesthetic education**

Aesthetic education is also known as aesthetic education or beauty education. that is to say, by cultivating people's ability to recognize, experience, appreciate and create beauty, we can have beautiful ideals, emotions, characters, and qualities.

In the discussion of Aesthetic education in colleges and universities, although there are differences in the understanding of its concept, it is generally agreed that the core goal of Aesthetic education in colleges and universities is to improve students' aesthetic ability, cultivate aesthetic concepts, and improve their personal character through various forms of art (Chung, S.-L.; Lee, t . d . ;2006: 7 - 8). Therefore, this paper defines Aesthetic education in higher education. Aesthetic education in higher education is a developmental education with a deep understanding of aesthetics as its core content, aiming to cultivate students' aesthetic ability, value of life, physical health, social adaptation, and psycho-emotional competence. Within the framework of higher education, it includes universities, professional colleges and graduate schools. The content of education is divided into four levels: professional degree, undergraduate degree, master's degree and doctoral degree (Song, Z. 2012:134). The main research object of this paper is recent undergraduate graduates.

## **3. Harmonized developments of mind and body**

Psychology emphasises that body and mind harmonious refers to a state of balance and coordination between an individual's physical and psychological development. This harmonious development includes physical maturity and functional strength of the body, as well as psychological maturity, cognitive and emotional health. On the other hand, pedagogy understands body and mind harmonious development as the integrated development of moral, intellectual, physical health, aesthetic and labor aspects. It believes that a person's growth involves not only physical and psychological maturity, but also the improvement of moral qualities, the enhancement of intelligence, the maintenance of physical health, the development of aesthetic abilities and the acquisition of labour skills. This holistic view of development aims to develop people with all-round qualities to meet the diverse needs of society.

In view of this, this study proposes five key dimensions of mind and body harmony: aesthetic ability, value of life, physical health, social adaptation and psycho-emotional, taking into account the World Health Organization's (WHO's) criteria for classifying mind and body harmony and the positive impact of an aesthetics curriculum on the development of mind and body harmony. Together, these dimensions constitute a comprehensive framework for measuring an individual's body and mind harmonious development, covering both physical and psychological considerations.

In short, the cultivation of a complete personality, the attainment of freedom, and the promotion of interpersonal harmony, body and mind harmony, are both the purpose of aesthetics and the ideal state of ethics.

## Research Methodology

The research and development methodology is used for this study. They are divided into the following three steps:

**Step 1:** the survey research to investigate the current situation and effectiveness of college students' body and mind harmonious development.

**Step 2:** the evaluation research to develop aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development.

**Step 3:** the experiment research to implement the aesthetic education curriculum based on activity theory through comparing to the college students' body and mind harmonious before and after the implementation of curriculum.

## Research Scope

### 1. Population and sample

#### 1.1 Population

300 Freshman Student Freshmen in Art and Design at Guangxi University of Science and Technology volunteered to participate in the program.

#### 1.2 Sample group

For surveying, accidentally randomly selected 170 freshmen majoring in art and design in Guangxi university of science and technology. For curriculum implantation, a class of 30 students was selected by cluster random sampling method from 9 classrooms of the 2023 freshman students majoring in art and design at Guangxi university of science and technology.

### 2. The Variables

Independent Variable:

Aesthetic curriculum based on activity theory.

Dependent Variable:

The college students' body and mind harmonious.

### 3. Research instruments

The following research instruments were used in this study:

3.1 The questionnaire for the study on current situation of the harmonious development of the body and mind of college students and the survey of the current situation of the impact of aesthetic education courses in Chinese universities on the harmonious development of the body and mind of college students, the questionnaire consists of two parts:

3.1.1 the basic situation of the subjects of this study.

3.1.2 Survey on the current situation of body and mind harmonious of freshman student. according to the literature, physical and mind harmony mainly consists of five aspects: value of life, aesthetic ability, physical health, social adaptation and psycho emotional. The scale is based on a 5-point Likert scale ranging from 1 to 5.

3.2 Lesson plans for the course "The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development". the study first sorted out and organized previous relevant literature, then invited curriculum and teaching development experts, aesthetic education teachers, psychologists, translation experts, etc., to examine the principles of curriculum development, curriculum objectives and course content, and the teaching process through the Indicator of Objective Congruence (IOC) and the Curriculum Suitability Assessment Scale, to ascertain the effectiveness of the curriculum. Finally, a teaching program consisting of 24 lessons and 5 units was determined.

The consistency assessment of the curriculum uses the consistency index as the consideration criterion (objective consistency index = IOC).

For the consistency evaluation results of curriculum development principles, curriculum objectives, curriculum structure, curriculum content, curriculum teaching activities, experts get an IOC equal to 1.00 for each project (the acceptable value is between 0.50 and 1.00), and think that the evaluation form is consistent in content.

The evaluation of curriculum applicability compares the assessment of curriculum applicability with the criteria of the questionnaire by converting the answers of each expert's curriculum adaptability assessment scale into scores.

3.3 Questionnaire for the scale of physical and mind harmonious development of college students (value of life, aesthetic ability, physical health, social adaptation and psycho-emotional scale for college students) .

This study divides the development of physical and mind harmonious into five dimensions of harmonious development: aesthetic ability, value of life, physical health, good social adaptation and psycho emotional. based on literature, this study drafted a questionnaire on body and mind harmonious development of college students. the questionnaire is divided into two parts. the first part is personal background information, including gender, age, family type and family status, which is used to understand the basic situation of the research subjects. the second part is variable measurement, consisting of MI-LOV (Multi-Item of Values) values scale developed by Herch, aesthetic ability scale developed by Dan et al. (2021) and physical health scale, social adaptation scale and psycho-emotional scale developed by Zi-Long Li (2020), which are used to measure the level of physical and mind harmonious development of college students.

#### **4.Data Analysis and statistic used**

The study collected data according to the following steps:

4.1 A web-based questionnaire on the current status of body and mind harmonious development of college students was distributed to 170 freshman students majoring in art and design at Guangxi university of science and technology using the principle of convenience sampling. the principles of voluntary completion, confidentiality of information and anonymity were explained in detail in the introduction to the questionnaire completion. subsequently, the recovered valid questionnaires were coded and statistically analyzed.

The frequency, percentage, mean and standard deviation of physical and mental harmonious development of freshmen in Guangxi university of science and technology were determined by analyzing the data. The researchers propose a hierarchical classification of data analysis results to facilitate mutual understanding when providing the following information.

The criteria for interpreting the mean scores are as follows:

Mean score 4.51 - 5.00 means students have body and mind harmonious at “the highest level”.

Mean score 3.51 - 4.50 means students have body and mind harmonious at a “high level”.

Mean score 2.51 - 3.50 means students have body and mind harmonious at a “moderate level”.

Mean score 1.51 - 2.50 means students have body and mind harmonious at a “low level”.

Mean score 1.00 - 1.50 means students have body and mind harmonious at “the lowest level”.

4.2 Through a quasi-experimental design, a questionnaire on the harmonious development of body and mind harmonious development of university students was distributed and collected from 30 new students prior to the course experiment. then 5 units of 24 hours of “The aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development” were implemented. at the end of the course, the questionnaire on body and mind harmonious development of university students was distributed and collected again. Mean ( $\bar{x}$ ), standard deviation (SD.), t-test (t), significance (sig) was used to observe the changes in the mental health level of the students before and after the experiment, and to analyze the effect of “The Aesthetic Education curriculum based on activity theory to promote college students' body and mind harmonious development”.

The criteria for interpreting the mean scores are as follows:

Mean Score 4.51 - 5.00 means students have body and mind harmonious at “the highest level”.

Mean Score 3.51 - 4.50 means students have body and mind harmonious at “high level”.

Mean score 2.51 - 3.50 means students have body and mind harmonious at “moderate level”.

Mean Score 1.51 - 2.50 means students have body and mind harmonious at “low level”.

Mean Score 1.00 - 1.50 means students have body and mind harmonious at “the lowest level”.

## Research Conceptual Framework

The research framework of this study is shown in Figure 2:

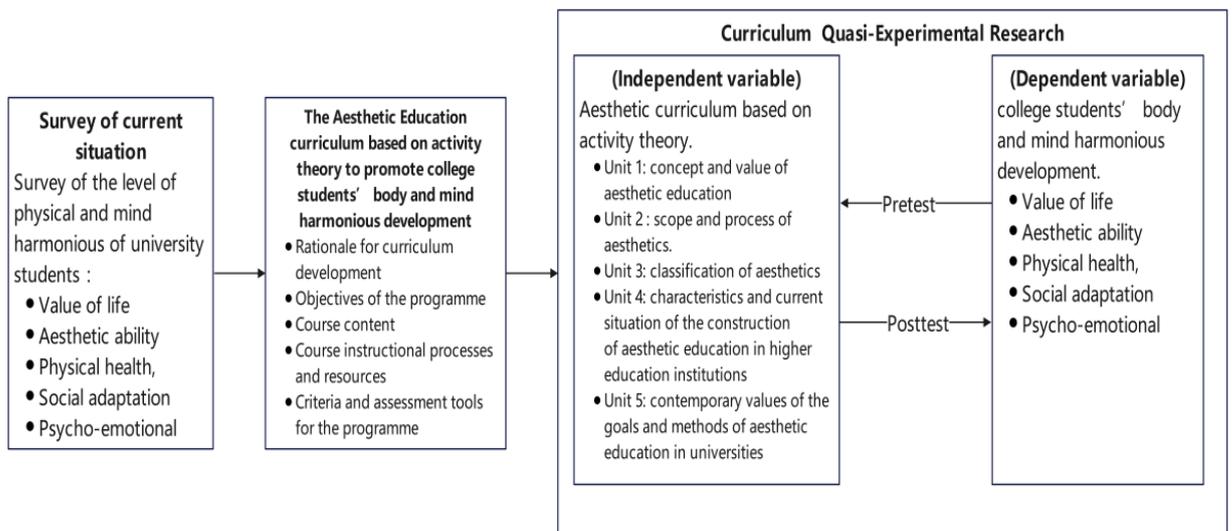


Figure 2 Research Conceptual Framework

## Research Results

The results of the study were analyzed in three parts according to the purpose of this study:

### 1. Survey and analysis of the current situation of body and mind harmonious development of university students.

This survey aims to understand the status of body and mind harmonious development of Freshman Students of Guangxi University of Science and Technology. A total of 170 questionnaires were distributed, 170 questionnaires were recovered, and 170 questionnaires were valid. The questionnaire information was collected, then coded and analyzed, and finally the data were processed and presented.

**Table 1** Mean and standard deviation of data analysis on the body and mind harmonious of the respondents

Variable	$\bar{X}$	S.D.	level	Ranking
1. Value of life	4.01	0.77	High	2
2. Aesthetic ability	3.93	0.78	High	3
3. Physical health	4.03	0.74	High	1
4. Social adaptation	3.75	0.79	High	4
5. Psycho emotional	3.63	0.84	High	5
Total	3.88	0.80	High	

(n=170)

From table 1, it is found that the overall body and mind harmonious of respondents is in high level ( $\bar{X}$  =3.88, S.D.=0.80). considering each item separately, it is found that, “Physical health” is the highest rank which is in the high level ( $\bar{X}$  =4.03, S.D.=0.74), followed by “Value of life” which is in the high level ( $\bar{X}$  =4.01, S.D.=0.77), “Aesthetic ability” which is in the high level ( $\bar{X}$  =3.93, S.D.=0.78), “Social adaptation”, which is in the high level ( $\bar{X}$  =3.75, S.D.=0.79), and finally “Psycho emotional” is the lowest rank which is in high level ( $\bar{X}$  =3.63, S.D.=0.84).

### 2. The development of aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development.

Activity theory as the basis for promoting the harmonious development of college students' body and mind the course is essentially a combination of art and mental health education, and the integration of the aesthetic education course content as the basis with the mental health content is to supplement and sublimate the content of the original aesthetic education course, so as to better promote the harmonious development of college students' body and mind. this study will mainly use experiential teaching, inspirational teaching and other teaching methods to integrate the harmonious development of mind and body, including: the value of life, aesthetic ability, physical health, social adaptation, psycho-emotional and so on into the content of the original aesthetic education course, so that students start from the cognition of beauty, extend to the cognition of the value of life, aesthetic ability, physical health, social adaptation, psycho-emotional and so on. the curriculum consists of 5 units with

a total of 24 lessons. for details, please refer to table 2.

**Table 2** Content structure and timing

Learning Unit	Content	Time
Unit 1: Concept and value of aesthetic education	Lesson 1: The concept of beauty Lesson 2: The Contemporary Value of Aesthetic Education	4h
Unit 2: Scope and process of aesthetics	Lesson 1: the aesthetic sphere Lesson 2: aesthetic imagery	4h
Unit 3: Classification of aesthetics	Lesson 1: natural aesthetics Lesson 2: social aesthetic Lesson 3: art and aesthetics Lesson 4: Aesthetics of scientists and aesthetics of technology	10h
Unit 4: Characteristics and current situation of the construction of Aesthetic education in higher education institutions	Lesson 1: Characteristics and current situation of the construction of Aesthetic education in higher education institutions	3h
Unit 5: Contemporary values of the goals and methods of aesthetic education in universities	Lesson 1: Contemporary values of the goals and methods of aesthetic education in universities	3h
Total		24 h

**3. Test and refine the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development, find out the effectiveness of the course and compare students' body and mind harmonious development before and after implementation.**

**Table 3** Results of changes in the body and mind harmonious situation of university students before and after the implementation of the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development.

(n=30)

Students' body and mind harmonious	Pretest		Posttest		df	t	Sig.
	$\bar{x}$	S.D.	$\bar{x}$	S.D.			
1. Value of life (total 150)	108.63	13.48	126.47	9.24	29	5.65**	0.00
2. Aesthetic ability (total 25)	17.20	2.41	19.97	3.59	29	3.24**	0.00
3. Physical health (total 40)	30.47	6.36	33.67	4.77	29	2.99**	0.01
4. Social adaptation (total 40)	31.73	6.34	35.63	3.55	29	3.03**	0.01

5. Psycho-emotional(total 40)	29.87	5.14	36.00	4.57	29	4.98**	0.00
Total	217.90	26.60	251.73	15.08	29	6.43**	0.00

\*\* represents statistical significance at .01 level

From table 3, the difference between the students' total body and mind harmonious before and after the experiment was significant by paired samples t-test ( $t=6.43$ ). The same significant difference was found in considering in each aspect; value of life, aesthetic ability, physical health, social adaptation, social adaptation( $t=5.65$ , ,  $t=3.24$ ,  $t=2.99$ ,  $t=3.03$ ,  $t=4.98$ ). It can be seen, that with the end of the program intervention, the students participating in the aesthetic education curriculum based on activity theory experiment had a significant upward trend in value of life, aesthetic ability, physical health, social adaptation, social adaptation which proves that the aesthetic education curriculum based on activity theory can effectively improve students' body and mind harmonious.

## Discussion

The analysis of research discussion is divided into 3 parts, this section is discussed in turn:

### 1. Discussion of data from a survey of the status of college students' body and mind harmonious.

The findings of this study suggest that freshmen students in art and design at Guangxi university of science and technology have some deficiencies in body and harmonious mind, especially in psycho-emotional and social adaptation. these findings may be related to factors such as the academic pressures students face, the challenges of adapting to new environments, and the life and identity changes from adolescence to adulthood. age is an important factor that affects the mental health and value of life of college students. young people are at a critical stage of physical and psychological development, experiencing a process of balancing and regulating between emotion and reason. although college students' emotions are increasingly constrained by reason, emotional impulsivity still exists, and the relationship between emotion and reason is not yet fully mature and stable. the emotions of college students are rich and colorful, and they are constantly influenced by socialization. they may face problems such as emotional suppression of reason and emotional fluctuations. therefore, in enhancing the level of psycho-emotional and mind harmonious of college students, it is necessary to pay attention to the cultivation of psycho-emotional and social adaptation ability, as well as the need to improve the aesthetic ability, the value of life and physical health, and to achieve all-round development.

This is similar to the mental health survey of 126,000 college students conducted by the state education commission in 1989, the psychological health survey of freshmen at Tsinghua university since 1992, the survey of 40,000 college students in eight colleges and universities in southwest china conducted by the "Psychological counselling and treatment of college students" group of sichuan province in 1992, the survey of more than 20,000 college students in inner mongolia autonomous region in 1995, and the results of the latest national SCL-90 survey of a random sample of 528 college students showing that 22.4 percentage had at least one psychological disorder. In 1995, the inner Mongolia autonomous region surveyed more

than 20,000 college students; the latest national random sample of 528 college students took the scl-90 test, which is consistent with the data. (Huang, X. (2004: 1(1), 5-6).

## **2. Discussion on the development of “The Aesthetic Education curriculum based on activity theory to promote college students’ body and mind harmonious development.”**

The goal of the Aesthetic Education curriculum based on activity theory to promote college students’ body and mind harmonious development is to improve the body and mind harmonious development of freshman students. This curriculum is developed under the concept of activity theory, a theory based on social learning theory that explains social phenomena through the structural division of activity systems and uses a multidisciplinary framework. the elements of activity theory include 1) subjects 2) objective 3) community 4) mediating artifacts 5) rules 6) division of labor 7) outcomes (Engeström, Y., & Sannino, A. 2016: 39\*(3), 401-435.) along with using the essence of aesthetic education as a framework for development. firstly organized the concepts and theories related to body and mind harmonious (value of life, physical health, aesthetic ability, social adaptation, psycho-emotional) and aesthetic education courses for university students and then combining the relevant contents of body and mind harmonious with the relevant contents of the aesthetic education curriculum for college students. the aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development. objectives, teaching and learning processes, learning resources, assessment and feedback are identified and successfully passed the index of objective coherence (IOC) test by three experts in the relevant field. the course consists of five modules totaling 24 hours. contents include: 1) concept and value of aesthetics, 2) scope and process of aesthetics, 3) classification of aesthetics, 4) characteristics and current situation of the construction of aesthetic education in higher education in universities. 5) contemporary values of the goals and methods of aesthetic education in universities. the determination of the content of the curriculum in all 5 topics is comprehensive in developing students' body and mind harmonious.

The goal of aesthetic education in colleges and universities is to carry out targeted education for the overall goal of higher education and the personality characteristics of college students, to improve the humanistic qualities, aesthetic interests, aesthetic ability and psychological structure of students, to promote the healthy and harmonious development of students, and to cultivate and nurture all-rounded development of human beings. (Xue, T.-C. 2001:321).

“The aesthetic education curriculum based on activity theory to promote college students’ body and mind harmonious development.” was developed in response to the fact that previous traditional aesthetic education topics neglected students' body and mind harmonious development. therefore, this study of physical and mind harmonious content such as the value of life, aesthetic ability, physical health, social adaptation ability, psycho-emotional and previous aesthetic education curriculum content integration, is an attempt to supplement and sublimation of previous aesthetic education content. starting from aesthetic knowledge, the curriculum enables students to correctly understand the connection between body and mind harmonious and individual, master the debugging method of body and mind harmonious, adapt to university life, interpersonal communication, and responsibility, to form the correct value of life, and thus to have positive and healthy mental and physical state, and to reduce the occurrence of symptoms of mental diseases. this in turn promotes the improvement of the level of body and mind harmonious in the university. This result is the appropriate similar result as

the curriculum development of Xiang Hui, J. et to all. (2023:181-182) and Yanting, C. et to all. (2023: 250-253)

### 3. Discussion on the effectiveness of the implementation of the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development.

In the implementation of the aesthetic education curriculum based on activity theory to promote college students 'body and mind harmonious development teaching experiment, 30 freshmen students participated in the teaching experiment and took the pre-test and post-test before and after the course, and the results showed that there was a significant difference between the level of the pre-test and the post-test, and the scores showed an upward trend. this demonstrates the positive impact of the curriculum in promoting body and mind harmonious development of freshman students. the results of this study show that the aesthetic education curriculum based on activity theory to promote college students 'body and mind harmonious development helps to improve the value of life, aesthetic ability, physical health, social adaptation and psycho-emotional state of university students. through a variety of activities and practices in the curriculum, students have the opportunity to explore, experience and understand the nature of beauty, thereby developing a higher level of aesthetic interest and aesthetic ability. at the same time, the interaction and co-operation in participating in the curriculum also help to enhance students' social adaptation and interpersonal skills. in addition, through the guidance and reflection of the curriculum, students may have deeper thoughts and understanding of their own value of life, thus enhancing their psycho-emotional well-being. this is in line with the objectives of Ran, X. (2008), Lu Zheng (2011) and Li Yi (2012) studies.( Ran, X. 2008: 9, 177-178.)( Lu, Z. 2011:9, 112.) (Li, Y. 2012:(I) ,121) Daming, H. et to all. (2023: 407-408) Peihao, X. et to all. (2023: 140-143)

Overall, the aesthetic education curriculum based on activity theory to promote college students 'body and mind harmonious development provides a positive educational platform for the body and mind harmonious development of college students, which helps them to grow up comprehensively, improve their personal qualities, and lay a solid foundation for their future study and life.

### 4. Study of holistic mind maps

The overall mind map of this study is shown in Figure 3:

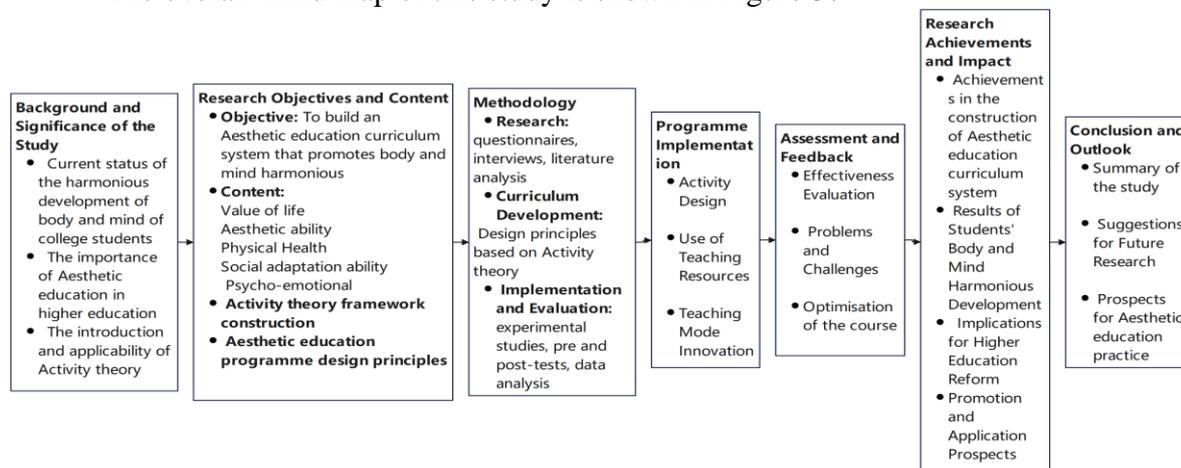


Figure 3 Study of holistic mind maps

## **Recommendations**

### **Applicability of results**

Enhancing the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development at universities.

The results of this study show that the curriculum can effectively promote the body and mind harmonious development of freshman students. It is recommended that schools consider the actual situation and strengthen the aesthetic education curriculum based on activity theory to promote college students' body and mind harmonious development. Strengthening aesthetic education in universities is essential to enhance the body and mind harmonious development of students. The following is a detailed expansion of the proposal:

1. Comprehensive aesthetic education curriculum: schools can take into account the characteristics of the disciplines and the needs of students to design multi-level and diversified the aesthetic education curriculum. In addition to traditional art courses such as painting, music, dance, etc., interdisciplinary aesthetic education curriculum covering humanities, social sciences, natural sciences, etc. can be offered to cultivate students' aesthetic ability and creativity from different perspectives.

2. Practical teaching activities: teachers should pay attention to practical teaching activities, such as field trips, art creation, cultural experiences, etc. By participating in practical activities, students can personally experience the charm of art, deepen their understanding and feelings about art, and thus enhance their aesthetic interest and artistic cultivation.

3. Teacher construction: schools should pay attention to the construction of aesthetic education teachers and cultivate excellent teachers with artistic literacy and professional knowledge of education. By organizing pre-course training for psychology teachers, it can help them to have a comprehensive understanding of the objectives, contents and teaching methods of the aesthetic education curriculum, and improve their aesthetic education teaching level and ability.

4. Interdisciplinary co-operation: the construction of the aesthetic education curriculum should focus on interdisciplinary co-operation and attract the participation of teachers and experts from different disciplinary backgrounds. Through interdisciplinary co-operation, the curriculum content can be expanded, teaching resources enriched, more diversified learning experiences provided, and students' all-round development promoted.

5. Evaluation and feedback mechanism: establish an effective evaluation and feedback mechanism to regularly evaluate and survey the aesthetic education courses, collect students' opinions and suggestions, and timely adjust and optimize the course content and teaching methods, so as to ensure that the aesthetic education curriculum can really achieve the expected educational effects.

Through the comprehensive implementation of the above measures, the construction of aesthetic education can be better strengthened, the level of students' body and mind harmonious development can be enhanced, and a more solid foundation can be laid for their all-round growth and future development.

### **Future Research**

From the results of the above study, when considering the concept that students' body and mind harmonious development is an important characteristic for students, future research should be conducted as follows:

1. Monitoring and evaluating the students who are taught with this curriculum to see how much body and mind harmonious development is still maintained.
2. Qualitative study to follow up and evaluate the students who are taught with this curriculum to see how much they have applied the body and mind harmonious development process into practice and with what results.
3. Experimenting with this curriculum to expand the results to groups of learners in other years by improving the content to be consistent with learners in those years in order to further develop the body and mind harmony of the learners on a large scale.

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