

**Research Article****TRENDS, CHALLENGES AND PATHS OF RURAL AESTHETIC EDUCATION REFORM UNDER THE BACKGROUND OF NEW MEDIA*****Jiang Yu**

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Abstract

New media is a combination of information technology progress and media product development. The new media discussed in this paper mainly refers to the latest information dissemination media and other forms of application supported by science and technology. With new media as the background, the development model of "Internet + Education" has become a beneficial exploration of teaching reform in many regions, thus creating opportunities for the transformation of rural aesthetic education. Education in rural areas is the focus of current educational reform. As the only way to promote quality education, aesthetic education is imperative to reform. Where will rural aesthetic education go under the background of new media, what challenges will its transformation face and what is the implementation path? Based on this, combined with the background of the media era, relying on information technology, we will expand rural aesthetic education teaching resources, reconstruct rural aesthetic education learning space, realize the integration of media literacy education and aesthetic education, and promote the coordinated development of students' artistic ability and digital ability, so as to make the transformation of rural aesthetic education under the background of new media possible, and then promote the rapid development of rural quality education and promote educational equity.

Keywords: New media, Rural aesthetic education, Classroom teaching, Educational equity.

INTRODUCTION

With the advent of the 5G era, media communication has become more and more visual, and , the media forms people are exposed to are becoming more and more diverse, such as short videos and new social software. Media has been integrated into all aspects of life. New media is a combination of information technology progress and media product development ^[i], Its application range is very wide, such as mobile phones, e-books, digital televisions, smart terminals, and even Weibo, WeChat, Douyin, etc., which are all included in the scope of "new media" ^[ii]. Especially after the outbreak of the new crown epidemic, under the call of "suspending classes without stopping teaching", the online education based on new media model quickly spread across the country. Aesthetic education has deeply integrated information technology and educational scenarios, and the use of new media has promoted the acceleration of educational equity. With the deepening of curriculum reform and the advancement of the rural revitalization strategy, rural aesthetic education has received great attention. Aesthetic education, as an important part of quality education component, has important value and significance for improving students' aesthetic and humanistic literacy, stimulating innovation, and promoting balanced development of education. New media resources are based on the comprehensive presentation of images, videos and other media as the basic carrier, and are also a collection of aesthetic education resources. New media empowers rural aesthetic education and reshapes rural the aesthetic education ecology, which has become a new research basis at present. Based on the analysis of the new possibilities of aesthetic education in rural schools in the new media era, this study explores the trends, challenges and paths of new media in promoting

changes in rural aesthetic education classroom teaching, so as to promote the development of aesthetic education in rural areas of my country, achieve balanced development of compulsory education, and promote educational equity.

Analysis of the motivations for new media to empower rural aesthetic education reform

New media has promoted major changes in the path and scope of social information dissemination, and the use of new media has become an important driver of educational development. In order for rural school aesthetic education to adapt to the development trend of the new era and carry out self-innovation, it is necessary to make full use of modern educational technology and platform resources, strengthen the integration of traditional advantages of rural aesthetic education with new media, rejuvenate its unique vitality, and set off a new wave of promoting the revitalization of rural education. In short, new media has brought opportunities for the reform of rural aesthetic education and enabled the reconstruction of the rural aesthetic education ecology. The specific reasons are analyzed as follows:

First, rural aesthetic education urgently needs to break through its own difficulties and release its potential through new media. Through a series of school aesthetic education reforms, aesthetic education has become a "hard indicator" of school education. In particular, with the establishment of the system of integrating aesthetic education into the high school entrance examination, the whole society has begun to pay attention to the quality of school aesthetic education, which will inevitably promote the development of school aesthetic education. However, rural schools are limited by the number of aesthetic education teachers. Distance learning and online learning based on new media can make up for the shortcomings of rural aesthetic education to a certain extent, and technology can

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provide teachers and students with a large amount of aesthetic education learning resources and self-help learning space, combine personalized learning guidance and support them to carry out diversified evaluation, and thus innovate the teaching model of rural aesthetic education.

Second, the social changes caused by new media have made people's demand for aesthetic education different from the past. Media technology will cause changes in social aesthetic patterns and psychological states, reconstruct aesthetic ideals, and thus promote changes in rural aesthetic education. With the support of Internet thinking and technology, new media is characterized by massive information, two-way communication, real-time link interaction, personal experience and free expression, and accurate information push. It transforms the one-way, passive, and non-selectable information reception process into a multi-directional, active, and The information interaction process of selectable one [iii], which has strongly promoted the transformation of rural aesthetic education concepts and practices. However, since people's aesthetic education awareness and media literacy in rural areas are still at a low level, it is difficult to achieve a rapid transformation of aesthetic needs in the media era, and the social needs of aesthetic education cannot be reflected in rural areas. Therefore, the media should give rural aesthetic education the mission of transforming people's aesthetic awareness, improving aesthetic literacy and media literacy, and make plans and changes in advance to better play its social functions.

Third, in rural areas, although the implementation of the "comprehensive improvement" project has greatly improved school conditions and achieved full coverage of information-based teaching, it can generally meet the aesthetic learning needs of teachers and students [iv]. However, due to the inadequate implementation of information-based education management and governance policies, the lack of information awareness among aesthetic education teachers, and the need to improve their information literacy **Error! Bookmark not defined.** rural aesthetic education courses are still in a marginal position, and aesthetic education evaluation has been missing for a long time. Under the interaction of various factors, rural aesthetic education is facing a serious crisis and may fall into a deeper development dilemma.

The trend of rural aesthetic education reform under the background of new media

Under the influence of the new media environment, the traditional education model has changed from closed to open, and the teaching model, teaching evaluation, management model and learning environment have undergone major changes. As a result, the reintegration and rational allocation of educational resources have been promoted, giving new vitality to the transformation of rural aesthetic education.

1. Teaching Mode - Collaborative

As one of the most widely used media tools, the development of the Internet provides support for the development of cooperative teaching of rural aesthetic education. Specifically, it is manifested as follows: First, dual-teacher teaching. Dual-teacher teaching is the product of the development of educational informatization. Relying on the Internet, high-quality educational resources can enter rural classrooms,

realizing the sharing and interaction of high-quality talent resources and curriculum resources, thereby improving the teaching quality in rural areas. Under In the dual-teacher teaching model, the national, regional, and inter-school aesthetic education teaching resources of rural aesthetic education courses integrate, online and offline teachers can prepare lessons together and carry out teaching simultaneously, providing students with a large amount of aesthetic education resources, greatly enriching the channels for rural students to acquire knowledge, and offline teachers provide personalized guidance. In addition, it also provides real-time example guidance for offline teachers, promotes the renewal of rural aesthetic education. teachers' concepts, the improvement of teaching skills and information literacy, and forms a dynamic teaching and learning process. Second, human-network collaboration. In human-network cooperative learning, the Internet, as the main tool for learning, provides important support for rural students to understand new information and acquire new knowledge in a timely manner. In the network environment, rural aesthetic education classrooms are no longer rigid textbook content outputs, but have become platforms for information and knowledge processing, handling, and flow, and constantly output fresh, interesting, and information that meets their needs to students. Rural students can transcend time and space constraints and have a wider range of learning spaces that can be flexibly selected and created and managed by themselves [v]. The students' aesthetic education learning environment is more ubiquitous, and it also provides a two-way communication channel for both learning and teaching. Third, group cooperation. "Group cooperative learning" is a teaching paradigm in which students freely choose partners to form cooperative learning groups under the guidance of teachers to independently formulate learning strategies, self-analyze and check the results, and evaluate and summarize themselves. "Group cooperative learning" reflects the fundamental transformation of the educational concept from "teacher-centered" to "student-centered" in rural aesthetic education classrooms. Students truly perceive and recognize beauty in the process of group interaction and joint participation, and thus create beauty, highlighting the learners' autonomous participation and creative play, and realizing the transformation from formal aesthetic education to substantive aesthetic education. In short, with the support of new media technology, the teaching model of rural aesthetic education has developed into a cooperative model in which learners learn what they need and teachers change according to needs.

2. Teaching Evaluation - Diversification

In the new media era, big data will promote the scientific operation of rural aesthetic education evaluation and make the evaluation reflect the "diversified" characteristics. Rural aesthetic education teaching evaluation can rely on information technology and various media to achieve the diversification and diversification of aesthetic education course teaching evaluation. First, the evaluation objectives are diversified. Teaching evaluation focuses on the improvement of teachers' teaching skills and the improvement of students' personality. It not only pays attention to the intellectual level, including students' learning, understanding and mastery of aesthetic education knowledge, the role of acquired aesthetic education knowledge in promoting the teaching of various subjects, but also pays attention to the non-intellectual level, including students' aesthetic values, the ability to perceive and appreciate beauty, the nourishment of the soul and the pursuit of poetic

life. Second, the evaluation methods are diversified. The aesthetic education learning places derived from new media are diverse, including classrooms, training rooms on campus, and family environments outside the school, museums, farming halls, art galleries, etc. Background Under the Internet, classroom aesthetics education teaching is mostly carried out in various forms such as video teaching, case teaching, dual-teacher teaching and simulation teaching. Therefore, the teaching evaluation methods are also diversified, and focus on the combination of process evaluation and result evaluation, dynamic evaluation and static evaluation, and qualitative evaluation and quantitative evaluation. [vi] Third, the evaluation means are diversified.

Rural schools make full use of the Internet, multimedia, and information-based teaching management platforms to carry out aesthetic education. The advancement of technology and platforms will inevitably lead to the synchronization of evaluation methods. The application of Information technology has realized the intelligence of teaching evaluation methods, which are mainly divided into two types: testing and non-testing. The test is mainly an online test. The dynamic test questions create a real situation, and students answer them in person, reflecting the consistency with classroom situation teaching. The second is non-testing means, which mainly uses offline sign-in, classroom performance, homework display and other methods to examine students' aesthetic learning. In general, in the new media context, rural aesthetic education teaching evaluation will be diversified in a combination of online and offline modes.

3. Management Platform-Coordinated

The rapid development of media technology is driving the transformation of the rural aesthetic education management model towards a "coordinated" model. The "coordinated" rural aesthetic education management model refers to the coordinated planning and unified construction of the three levels of government, school and teacher based on the Internet platform, relying on the educational information network infrastructure and the existing online aesthetic education platform [vii]. On the basis of integrating the existing aesthetic education resources of educational institutions at all levels such as the country and the region, a rural aesthetic education basic platform environment with full coverage of online aesthetic education is constructed. Specifically, from the government level, based on the rural aesthetic education analysis reports and trend forecasts dynamically generated by the Internet in various regions, the government scientifically formulates rural aesthetic education development policies, rationally allocates rural aesthetic education resources and continuously improves the rural aesthetic education management system. Second, the allocation of education funds has been increased to provide support for the construction of hardware facilities for the rural aesthetic education network platform, and continuously promote the construction of modern distance education, multimedia teaching equipment and aesthetic education network platforms for rural primary and secondary schools. From the school level, the Internet has improved the scientific nature of the coordinated planning of rural school aesthetic education. First, the Internet has promoted the rationalization of rural school curriculum management. Based on the introduction of relevant national policies on aesthetic education and the construction and development trend of aesthetic education courses under the Internet environment, school administrators attach importance to aesthetic education courses and make reasonable plans for

school course arrangements, which not only improves the scientific nature of decision-making, but also improves the school curriculum configuration and affirms the importance of aesthetic education. In addition, in relatively backward rural areas, schools rely on the Internet as a media platform to obtain public welfare poverty alleviation funds or public welfare loans, and fully mobilize public welfare forces to actively build rural aesthetic education platforms. From the perspective of teachers, new media makes up for the shortcomings of insufficient teaching equipment, lack of resources and weak aesthetic education awareness in rural aesthetic education. Based on the online aesthetic education course platform, teachers design courses that meet the needs of local students, guide them to broaden their horizons and accept the nourishment of aesthetic education based on the present. It not only rapidly improves the sense of teaching achievement of rural aesthetic education teachers, and their status goes with the trend, but also truly practices the concept of "educating people with beauty and cultivating people with culture". The government, schools and teachers coordinate the planning of rural aesthetic education development and construction. It can be seen that new media technology will promote the multi-party linkage of rural aesthetic education management platforms.

4. Learning environment - informationization

At present, the development of information technology has long benefited rural areas and profoundly changed the aesthetic learning environment of rural students. First, the information-based school education environment. Multimedia classrooms with projectors, computers, electronic whiteboards, audio, video display stands and other equipment as the main equipment have become an indispensable tool for current teaching work. Based on the above equipment, situational learning can be carried out. Situational teaching is that teachers purposefully create specific situations for students to help them learn and understand knowledge during the teaching process, teaching methods that help students understand knowledge. Taking art teaching as an example, the "information-based" learning environment can actively push a large amount of images, video information and artistic creative means under multimedia technology to learners, mobilize students' multiple senses, stimulate learning interest, enrich learning experience, and enable them to better understand knowledge, diverge thinking, express creatively, and develop their artistic expression literacy in the process of physical and mental cultivation. **Second**, the information-based family education environment. In the new media era, full network coverage in rural areas has been achieved, so students' learning places have also extended from schools to families. On the one hand, parents access the school management platform through the Internet to obtain information about the school's aesthetic education goals, teaching management, related activities, etc., and understand the school's aesthetic education dynamics in real time. For example, the launch of the "Home-School Communication" website allows parents to learn about the latest developments in school aesthetic education reform, learn relevant aesthetic education knowledge, change their own aesthetic education concepts and put forward reasonable opinions, thereby forming a joint force for aesthetic education and realizing collaborative education between home and school. On the other hand, students can use network devices at home to learn aesthetic education knowledge independently based on their interests, mainly in the form of online education

(e-Learning). Online education is a new educational method developed in combination with new media. It is a learning behavior based on new network media and a method of disseminating teaching content and rapid learning through the application of information technology and Internet technology. Thanks to the emergence of new network media, online education brings more free time and space to provide convenience for learners, expands the group of people receiving education and the way of acquiring knowledge, and enables the sharing of excellent educational resources^[viii]. In short, the "informationized" learning environment balances the allocation of educational resources, enables rural students to learn at anytime and anywhere, and promotes the penetration of rural aesthetic education.

The challenges of rural aesthetic education reform under the background of new media

The future is bright, but the road is tortuous. Although the rural aesthetic education reform under the background of new media has emerged with vitality, there are still many difficulties in practice. This paper will explain it from the four levels of concept, foundation, support and guarantee.

1. Conceptual level

The gestation and development of things does not depend first on experience and knowledge. What is more important is whether there are concepts that keep pace with the times. Therefore, the first challenge facing the reform of rural aesthetic education under new media is the innovation of concepts. The new media promotes the transformation of rural aesthetic education, which must be based on the innovation of school aesthetic education concepts. However, the current rural school aesthetic education concepts have not been updated in a timely manner, which is mainly reflected in the following. There are two aspects: school education concept and family aesthetic education concept.

In recent years, although the country has been advocating the vigorous development of quality-oriented education, under the influence of traditional educational values, the educational concepts of rural schools have not been systematically, comprehensively and timely updated under the guidance of new concepts of talent training. At present, in order to ensure their enrollment rate, rural schools pay more attention to the mastery of subject knowledge, aiming to enable students to get out of the mountains through examinations, and have not seen the importance of aesthetic education in promoting the shaping of rural children's minds as adults. Although new media technology has been widely used in rural aesthetic education, it has improved teaching efficiency to a certain extent. However, due to the long-term influence of the utilitarian education concept of schools, teachers' aesthetic education concepts are still lagging behind, and they have not deeply understood the value and key of school aesthetic education. In addition, in an era of rapid development of informatization, rural students' ability to adapt to new learning environments, new learning goals and new learning models is far from enough. Their ability to cope with cultural transformation needs to be improved, and they lack of cultural awareness, which is also a dilemma. At present, the concept of aesthetic education in rural families has not changed substantially due to the support of new media. Although the media platform has greatly broadened the way for families to obtain external information

and resources, and to a certain extent updated the family education concept of the parents, they are still more concerned about subjects that improve children's grades, while aesthetic education that promotes inner qualities such as emotions and values is naturally ignored. In his article "The Form of Capital", Bourdieu mentioned that acquisition and inheritance are the two main sources of cultural capital: acquisition is usually completed through cultural "reproduction", while inheritance is the process of transmitting the cultural resources of the parents in the form of family education^[ix]. In rural areas, due to the lack of aesthetic education cultural concepts and resources of the parents, students in rural areas have no aesthetic education culture in family education. Family education is an important part of aesthetic education. Therefore, the first thing to change rural aesthetic education is the concept of family aesthetic education. In short, the reform of rural aesthetic education needs to promote the integration and innovation of new media technology and rural aesthetic education under the joint guidance of school aesthetic education concepts and family aesthetic education concepts. This will be a prerequisite for reconstructing the rural aesthetic education system.

2. Basic level

Due to geographical limitations, rural schools are short of aesthetic education resources, which is specifically manifested in the single aesthetic education teaching materials, single application media, and weak awareness of resource development. These problems are not solved, it will become a major obstacle to aesthetic education reform, and will in turn hinder the process of rural talent cultivation.

The curriculum concept in the "Compulsory Education Art Curriculum Standards (2022 Edition)" emphasizes that it is necessary to attach importance to the practice orientation of art courses, so that students can improve their artistic literacy and creative ability in diversified practices with art experience as the core^[x]. In this regard, rural schools have unique natural landscapes, folk art, folk culture, etc., and have advantageous conditions for diversified practice. However, rural aesthetic education is still stagnant. The reason is that schools and aesthetic teachers cannot well develop, utilize and integrate local aesthetic resources; therefore, based on school characteristics, exploring and integrating local aesthetic resources is an urgent problem to be solved in the process of rural aesthetic education reform. The unified setting of the national curriculum makes it impossible for curriculum resources to carefully include local culture with regional characteristics and historical accumulation. A large number of local education resources close to students' lives are unfortunately excluded from school aesthetic resources. Therefore, integrating local resources into the construction of aesthetic education courses is conducive to making up for the shortcomings of the national curriculum that ignores local differences. Aesthetic teachers can deeply explore the humanistic connotation and value of local resources so as to apply them to curriculum education. Attaching importance to the development and utilization of local aesthetic education curriculum resources is of great significance for implementing new aesthetic education courses, broadening the scope of aesthetic education, and deepening the reform of aesthetic education teaching. Integrating local cultural resources into the school-based aesthetic education curriculum can guide students to appreciate the history and richness of their hometown while

appreciating the scenic spots and rich products of their hometown, stimulate their curiosity and desire for exploration, and enrich the curriculum education content.

3. Support level

If rural aesthetic education reform is to achieve breakthrough progress, it is more important to build and promote the team of rural aesthetic education teachers, based on the transformation of school aesthetic education concepts. However, in reality, the construction of the team of aesthetic education teachers is a major difficulty. As far as individual aesthetic education teachers are concerned, they are in a dilemma in terms of social presence and professional development. The lagging development of rural aesthetic education has led to a low sense of social presence of rural aesthetic education teachers. On the one hand, rural schools are weak in aesthetic education teaching staff. Excellent teachers cannot "come in", young teachers cannot "retain", and left-behind teachers cannot "teach well". At the same time, there are many classes and few teachers, and the ratio is seriously unbalanced. The lack of subject teachers has become a key problem restricting schools from offering complete, sufficient, and good aesthetic education courses⁶. On the other hand, due to economic constraints, rural families do not have the same complete media equipment and strong aesthetic education atmosphere as urban families. Parents are unwilling and unable to pay attention to their children's artistic and spiritual growth, and even think that aesthetic education courses are just "playful subjects" that require "singing, dancing, and drawing." Therefore, under the double indifference of schools and parents, aesthetic education teachers cannot feel the mission and value of educating people they undertake, and they seriously lack social recognition.

In addition, rural aesthetic teachers are relatively disadvantaged in terms of age structure, professional structure, and knowledge structure, and lack the motivation for their own professional development. They simply copy and imitate online resources for aesthetic education, lack in-depth teaching research and thinking about their own teaching characteristics, fail to balance the advantages and disadvantages of traditional aesthetic education and online aesthetic education, and ignore the advantages of traditional education in teaching and classroom interaction based on the differences of learners. At the same time, rural aesthetic teachers are not aware enough of organizing teaching research, team exchanges, and collisions of ideas. The cohesion between teams is weak, the atmosphere is loose, and it is difficult to achieve team cooperation in aesthetic education teaching. Over the years, the "National Training Program" has been fully implemented, and some results have been achieved in the training of rural aesthetic teachers, but there are still problems of formality and formality. Some rural aesthetic teachers participate in training under the "compulsion" of administrative orders, and lack internal motivation. Therefore, their understanding of aesthetic education teaching and reflection on their own teaching are far from enough, resulting in poor training results and little improvement in ability^[xi].

4. Protection level

The development of information technology has endowed rural aesthetic education with internal momentum, while the government and schools serve as external guides. However, at

present, the government has not made a long-term plan for the application of rural aesthetic education under the background of new media. Its existing funding and use mechanism and teaching resource construction model are inefficient; school information-based education management and governance, and teacher honor system are imperfect. At present, although the status of aesthetic education is increasing day by day, and the construction of relevant legislation has also made significant progress, the construction and development of rural aesthetic education still lacks a reasonable long-term plan, which is specifically reflected in two aspects: the funding level and the resource level. Relying on the development of media technology, rural aesthetic education can obtain a large number of the latest aesthetic education teaching resources through various forms of aesthetic education public resource platforms such as "micro-classes", "micro-videos" and "MOOCs", which has effectively improved the teaching quality of rural aesthetic education. However, the construction process of these online teaching platforms is mostly dominated by the government. There are many resources to build but very few to use them.

According to investigation and research, it is found that there are problems such as insufficient funding and unreasonable structure in the informatization of rural school education. For example, the investment channels for informatization of rural school education at the municipal level are only through projects such as "Comprehensive Transformation of the Conditions of Weak Rural Compulsory Education Schools". Overall planning is relatively weak; the investment intensity at the district and county level is often closely related to the financial situation at the same level, with obvious regional differences and the lack of a stable long-term mechanism^[xii]. The top-level design capabilities and governance levels of education informatization in local education administration departments are insufficient, and they cannot explore and design "low-cost, high-quality" solutions based on local current conditions. At the same time, inaccurate investment in education informatization and inefficient use of funds have further exacerbated the funding gap.

Information-based education management and governance are also in urgent need of improvement. Although the standardization of information technology in rural areas has been improved, rural schools lack awareness of and attention to educational informatization, and lack research on the transformative impact of educational informatization, so there is a lack of overall planning and management implementation⁶. Specifically, in the teaching process, the emphasis is on the active participation of teachers and students in the use of multimedia teaching equipment, but the construction and maintenance of multimedia equipment are ignored or ignored, resulting in equipment gaps, which affects the promotion of information-based teaching. In addition, the improvement of the system is a guarantee for rural aesthetic education teachers to teach with peace of mind. However, under the current policy, the living allowance subsidy for rural aesthetic education teachers needs to be improved, so there is a lack of enthusiasm and initiative in work. Another thing is the improvement of the honor system. Rural aesthetic education teachers enjoy the same status as other subject teachers in school teaching, but their contributions are rarely recognized, resulting in a lack of sense of gain and achievement for aesthetic education teachers, thus affecting their own professional growth.

The path of rural aesthetic education reform under the background of new media

Although the transformation of rural aesthetic education under the background of new media cannot be achieved overnight and faces many difficulties, we still have to go with the trend and insist on "prescribing the right medicine" in order to break through the difficulties and usher in the dawn.

1. Concept Guidance: Adhere to the concept of "educating people with beauty" and realize collaborative education between home and school

Aesthetic education is a component of all-round development education. Its essence lies in cultivating students' cognition of beautiful things and beautiful attitudes in a broad and real social life through the rich content of natural beauty, social beauty and artistic beauty, thereby improving their aesthetic ability^[xiii]. This essential characteristic determines that both schools and society have their own unique aesthetic education values, and the two should be coordinated to educate people. Therefore, while we are changing the aesthetic education concept of rural schools, we should also pay attention to the cultivation of family aesthetic education concepts, realize the transition from school-led education to family-school collaborative education, and promote the development of aesthetic education in rural schools. In addition, as the main beneficiaries of aesthetic education, students should also actively participate in it and strive to sing the "harmony" in the "chorus" of aesthetic education.

First, rural schools should follow the spirit of General Secretary Xi Jinping's important speech on strengthening aesthetic education, and organically integrate strengthening and improving school aesthetic education with adhering to the fundamental direction of cultivating morality and cultivating people in terms of ideological understanding. We should deeply realize that aesthetic education is an indispensable compulsory course and "nutrient base" for the all-round development of students, and the important position and role of aesthetic education in the "all-round" and "whole process" of talent cultivation^[xiv]. Secondly, the important thing about social aesthetic education is to create a good family aesthetic education atmosphere. Parents' spiritual needs, hobbies, and artistic interests are often the most direct motivation for their children to develop corresponding hobbies and aesthetic interests, while the superiority of family material conditions and the amount of time parents have are not very important for family aesthetic education^[xv]. Therefore, in rural areas, parents can still create a good aesthetic education environment for their children. The key is the change in parents' aesthetic education concepts. Parents should be deeply aware of the relationship between academic performance and aesthetic education. Aesthetic education has a great role in promoting children's pursuit of knowledge and learning skills. Although not all children will become artists, they still need to find ways to reflect, organize and tell their experiences in the world. They all need to find ways to integrate their organizations into the continuum of the culture they live in and take root.^[xvi] therefore the family should realize that aesthetic education cannot be ignored, and children should be guided to form a correct aesthetic consciousness with correct concepts. Finally, as the target of aesthetic education, students should also follow the trend of new media technology, strengthen value recognition, update learning concepts, integrate formal

learning, improve media literacy, and improve self-management. iAt the same time, use media as a carrier to effectively carry out informal learning. In general, rural schools, parents and learners should be purposeful and directional in their pursuit of aesthetic education. Only when the aesthetic education concepts of the three parties are integrated can the transformation of rural aesthetic education be able to clear the fog and usher in light.

(2) Role reshaping: forging intelligent teachers and cultivating research-oriented guides

Aesthetic education is a process of nurturing the heart and moving people with beauty. In this process, aesthetic teachers undertake the important educational mission of perceptual education, personality education and creative education. Aesthetic teachers in the new media context have more room for independent development. They should constantly improve their professional qualities, attach importance to their professional development, and persist in educating themselves while educating others.

First, update self-cognition. As practitioners of rural aesthetic education, aesthetic teachers should combine the development of aesthetic education courses in the context of contemporary new media and the actual learning situation of students to continuously update the teaching content; change the simple presentation of a large number of traditional teaching chapters to enable students to obtain more forward-looking information and adapt to the needs of the development of an information society¹⁶ viiicreate a warm and healthy campus aesthetic education environment for students, open a window for perceiving, appreciating and creating beauty, and awakening students' yearning for beauty. In addition, aesthetic teachers should also use media platforms to timely update their own aesthetic education-related theoretical knowledge through distance learning, digital courses and other forms, and observe and think about many practical and theoretical issues between local art and aesthetic education in practice. Second, improve information literacy. Rural aesthetic teachers can rely on the natural scenery and cultural heritage of the countryside, deeply explore its artistic characteristics, develop and design aesthetic education courses and practical activities with diverse forms and rich content, and help students shape the ideal of beauty, beautiful sentiments and beautiful character in a subtle way. In addition, aesthetic education research should be strengthened. Rural schools can form research groups with educational institutions and university teams to help theory with practice and practice with theory, so as to improve the practical confidence and reflection ability of rural aesthetic teachers. xiAt the same time, appropriate resources and tools should be selected according to the needs and actual level of rural students to improve the ability to search for information, integrate information, and communicate information. Actively participate in information exchange and knowledge sharing, enrich your understanding and construct new knowledge, gradually achieve extended learning, and meet future challenges while continuously improving media literacy and knowledge levels.

3. Integration and creation: Making good use of local cultural resources to build a new aesthetic education curriculum

Aesthetic education courses should be both universal, that is, imparting general course knowledge; and unique, that is, by

integrating local characteristics, cultivating students' ability and literacy to recognize, experience and create beauty in life [1]. Therefore, schools in Rural areas should be rooted in local cultural heritage, fully tap local folk aesthetic education resources, and integrate them into teaching to create a rural aesthetic education curriculum system with local characteristics. First, integrate regional characteristics into rural aesthetic education and create life-style courses ; provide rural children with aesthetic education courses that are closest to life and nature at the lowest cost. Natural scenery, house architecture, farming tools and other components of daily life are the most vivid aesthetic education teaching materials. Aesthetic education courses can start from deconstructing these materials in daily life, allowing students to discover the beauty in daily life and experience the splendid civilization of the Chinese nation for thousands of years from the lives of their ancestors. Second, integrate intangible cultural heritage into rural aesthetic education and create experiential courses; promote cultural flow. As an important part of the excellent traditional culture of the Chinese nation, intangible cultural heritage contains rich aesthetic education resources. In the course design, intangible cultural heritage should be infiltrated, and every aspect of the course should be thought out and designed. The content related to intangible cultural heritage should be integrated into aesthetic education, and the positive role of aesthetic education courses should be truly brought into play. Third, local museums should be integrated into rural aesthetic education to create immersive courses. At present, public cultural institutions represented by museums, libraries, science and technology museums, etc. are gradually becoming new teaching venues outside of school places [2]. Rural schools should make full use of local museum resources to create aesthetic education classrooms and form a collaborative education method with museums and schools. First, the vividness of the venue resources should be utilized. The museum itself has rich exhibits such as sculptures, paintings, and antiques. When placed in such an environment, students' self-initiative and enthusiasm will be fully exerted, and they will appreciate in curiosity and cultivate aesthetic sentiments in observation. Secondly, the intuitiveness of the venue facilities should be utilized. Museums often provide visitors with hands-on activities, which can enable students to fully mobilize multiple senses to learn, free themselves from abstract aesthetic education concepts, and experience beauty and aesthetic education in person. Finally, the uniqueness of the venue culture should be utilized; museums in different regions have their own cultural imprints, and aesthetic education should be fully integrated with local characteristics. The process of rural students learning in local museums is not only to cultivate and cultivate aesthetic abilities, but also to establish cultural confidence and cultural awareness.

(4) Innovation and sharing: media empowerment to create an integrated aesthetic education resource platform

To enrich aesthetic education resources, we should not only focus on local cultural characteristics, but also make full use of educational big data and, with the help of a variety of media forms, let the rural aesthetic education resources "go out" and "bring in" aesthetic education resources from all over the country to achieve the co-construction and sharing of high-quality aesthetic education resources.

First, we need to build a library of aesthetic education resources for our school; produce high-quality courses through

classroom recordings and open class recordings, upload them to the platform for teachers and students to learn and watch, and at the same time, export the rich local cultural heritage and humanistic resources to seek a higher sense of cultural identity and promote local cultural revival; for example, when conducting aesthetic education practices such as farming, paper cutting, and weaving in rural schools, they can be recorded in the form of videos, made into micro-courses, and uploaded to the platform to form local high-quality aesthetic education resources. With certain technical support, a multi-terminal aesthetic education resource visualization platform can be developed to support students' mobile learning and ubiquitous learning, so that students can also be filled with the atmosphere of beauty outside the classroom and be influenced by beauty. Secondly, we need to establish a platform for sharing aesthetic education resources; break down the barriers between schools, share the aesthetic education resources within the school with the "three links and two platforms" of educational informatization, so that teachers and students can discover the aesthetic education characteristics of different regions; rural teachers can learn more scientific and forward-looking aesthetic education courses, thereby improving teaching; urban teachers can also broaden their horizons and pass on the symbols and genes of art and culture of various ethnic groups in China to students; through the above-mentioned positive interaction and sharing, we can create a new platform for inter-school aesthetic education communication and let the beauty of art nourish the hearts of more children. Finally, we need to absorb excellent aesthetic education resources into the platform; the aesthetic education resources within the school are limited, so it is necessary to work with institutions such as universities, communities, and art galleries to provide students with high-quality online learning resources that meet curriculum standards and broaden their horizons, enrich digital education resources and service supply, gather high-quality aesthetic education resources, form a "school-community-village " aesthetic education community, and continuously fill the volume of the aesthetic education resource platform so that rural teachers and students can truly benefit.

Conclusion

Education informatization has entered the 2.0 era. Technologies such as big data, the Internet, mobile communications, and 5G have helped education reform and provided possibilities and references for the transformation of rural aesthetic education. In the new media era, relying on information technology and taking high-quality online aesthetic education resources as the cornerstone, we should establish a policy guarantee mechanism, explore model innovation, pursue role reshaping, and make full use of the interconnected nature of the Internet. In the process of multi-subject collaborative teaching and problem solving, we should promote the professional growth of rural aesthetic education teachers in a companion way and share high-quality teaching resources6, Provides reference and reference significance for the transformation of rural aesthetic education. Although there are difficulties in deepening the concept and promoting practice, we still have to follow the trend of the times, calmly accept and respond to the opportunities and challenges brought about by the transformation of rural aesthetic education, so as to achieve the ecological reconstruction of rural culture, and then promote the rapid development of rural quality education and promote educational equity.

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