

Research on the Innovative Mode of College Student Education Management Under the Background of “Five Education Simultaneous Development”

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Abstract: The educational policy of the new era clearly advocates the simultaneous development of moral, intellectual, physical, aesthetic and labor education, promotes the reform of the college education system in an all-round way, and transforms higher education from the training of single knowledge-based talents to comprehensive quality-oriented talents. As a core carrier for implementing the fundamental task of fostering virtue through education, college student education management undertakes the important functions of standardizing students' behaviors, shaping values, cultivating comprehensive literacy, and supporting students' growth and talent development. At present, the college student education management in most universities still faces problems such as single educational dimension, insufficient integration of five educations, solidified management modes and weak educational coordination. Prioritizing ideological and academic management while neglecting the regular penetration of physical, aesthetic and labor education makes it difficult to adapt to the all-round educational requirements of five education simultaneous development. Based on the policy background of five education simultaneous development, this paper analyzes the transformation value of college student education management, sorts out the practical problems in current educational management, clarifies scientific implementation principles, and explores an all-round, coordinated and innovative college student education management mode. It aims to improve the college education management system, optimize the quality of college talent training, and support the cultivation of high-quality comprehensive talents in the new era.

Keywords: five education simultaneous development; higher education; college student management; management mode; educational innovation; comprehensive literacy

0. Introduction

Higher education constitutes a crucial stage of talent cultivation, which directly determines the growth foundation and development potential of young students. The concept of five education simultaneous development breaks the one-sided educational pattern that traditionally prioritizes intellectual education over comprehensive literacy in colleges and universities, and requires the construction of an all-round and coordinated college education management system covering morality, intelligence, physical fitness, aesthetics and labor education. Running through the whole process of college talent training, student education management serves as a key link connecting classroom teaching, after-school cultivation and campus education, and its management mode and educational philosophy directly affect the implementation effect of the five education policy. Traditional college student management mainly relies on institutional constraints, academic control and ideological education, with obvious shortcomings in educational dimensions and isolated educational modules that fail to form integrated educational synergy. Innovating college student education management modes from the perspective of five education simultaneous development can make up for the deficiencies in comprehensive education, optimize the college education structure, and promote the high-quality transformation of college student management.

1. Educational Value of College Student Education Management Under the Background of Five Education Simultaneous Development

1.1 Improving the Comprehensive Education System of Colleges and Universities

Traditional college student education management focuses on students' academic performance, ideological dynamics and daily discipline, centering on moral and intellectual education, while physical exercise, aesthetic literacy cultivation and labor practice education are marginalized, resulting in obvious deficiencies in the education system. The education management under the concept of five education simultaneous development integrates the five educational dimensions into students' daily management, makes up for the shortcomings of physical, aesthetic and labor education, and breaks the one-sided management pattern. Through comprehensive educational layout, a full-staff, whole-process and all-round comprehensive education system can be constructed to ensure the integrity and systematic nature of college education and conform to the core requirements of higher education reform in the new era.

1.2 Promoting the All-round Development of Students' Comprehensive Literacy

Social development in the new era puts forward higher requirements for college students' comprehensive quality, physical and mental health, aesthetic ability and labor literacy. Single professional knowledge and ideological literacy can no longer meet social talent demands. The student education management guided by five education simultaneous development not only focuses on the cultivation of students' knowledge reserve and ideological morality, but also attaches greater importance to the all-round improvement of physical quality, aesthetic taste, labor awareness and practical ability. The systematic comprehensive management and education mode guides students to develop balanced development of literacy, avoids one-sided development problems, shapes new young people with sound physical and mental health, good morality, comprehensive abilities and solid literacy, and enhances students' social adaptability and core competitiveness.

1.3 Driving the Quality Transformation of College Management Work

Traditional college student education management adopts institutional and control-based management, focusing on restricting students' behaviors and standardizing campus order, with weak educational functions and prominent disconnection between management and education. The concept of five education simultaneous development provides a new development direction for college student management, promoting the transformation from passive control to active education and from single management to comprehensive empowerment. Guiding management work with educational goals, enriching management connotation, innovating management methods and expanding management dimensions can completely reverse the drawbacks of traditional management modes, improve the professionalism, systematicness and effectiveness of college student education management, and facilitate the modernization and high-quality development of college student management.

2. Practical Problems Existing in Current College Student Education Management

2.1 Unbalanced Educational Dimensions and Insufficient Integration of Five Educations

At present, most colleges and universities have unbalanced educational dimensions in student education management. Moral and intellectual education occupy a dominant position, with sufficient resource investment and sound management systems in ideological education, academic assessment and study style construction. In contrast, there is a lack of effective management mechanisms for physical exercise guidance, aesthetic literacy cultivation and labor practice education. The educational contents are fragmented and formalized, failing to integrate into the whole process of students' daily management. The five educational dimensions are isolated from each other without effective integration carriers and overall planning mechanisms, making

it difficult to implement the all-round educational requirements of five education simultaneous development and resulting in deficiencies in the cultivation of students' comprehensive literacy.

2.2 Solidified Management Mode and Single Educational Method

College student education management has long adopted a solidified traditional mode dominated by institutional constraints, rigid control and passive supervision. The management work focuses on standardizing daily behaviors, dealing with disciplinary problems and completing routine management tasks with insufficient educational initiative. Homogenized and standardized management ignores students' individual differences, personality characteristics and growth needs, lacking targeted and personalized educational guidance. Meanwhile, management work mainly relies on traditional offline channels with insufficient application of digital and intelligent management tools, leading to low management efficiency and weak educational attraction, which cannot adapt to the growth characteristics of contemporary young college students.

2.3 Weak Educational Coordination and Inadequate Management Synergy

College student education management is a systematic project requiring collaborative efforts from schools, counselors, teachers, campus environment and social practice. The current college education management system presents obvious fragmentation. Administrative staff, counselors and professional teachers perform their respective duties with insufficient connection and integrated utilization of educational resources. Classroom teaching, after-school management, campus culture and social practice are disconnected, and the five types of education are managed by separate departments without unified overall planning and linkage mechanisms. The insufficient coordination of multiple educational subjects leads to scattered educational forces, failing to form integrated educational synergy and restricting the implementation effect of five education simultaneous development.

2.4 One-sided Evaluation System and Deviated Educational Orientation

The college student comprehensive evaluation system still emphasizes academic performance over comprehensive literacy. The evaluation mainly focuses on academic achievements and ideological performance, with imperfect evaluation standards and low weight for physical health, aesthetic ability, labor literacy and practical capabilities. The one-sided evaluation system reduces students' initiative in physical exercise, aesthetic improvement and labor practice. In addition, the assessment of management work focuses on order standardization and task completion rather than educational effectiveness and students' growth quality, resulting in formalistic management work and difficulty in implementing the educational orientation of five education simultaneous development.

3. Implementation Principles of College Student Education Management Under Five Education Simultaneous Development

3.1 Principle of Balanced and Comprehensive Education

College student education management should strictly follow the core concept of five education simultaneous development, abandon one-sided educational thinking, and ensure the balanced development of moral, intellectual, physical, aesthetic and labor education. Colleges and universities should coordinate various educational management work, make up for the shortcomings in physical, aesthetic and labor education management, balance resource investment in all dimensions, and ensure the coordinated progress of the five educational modules. It is necessary to avoid overemphasizing intellectual and moral education, construct an all-round and defect-free comprehensive education management system, and meet the core standards of talent cultivation in modern higher education.

3.2 Principle of Integration Between Management and Education

Colleges and universities should adhere to the in-depth integration of management and education, weaken the traditional control-oriented management thinking, and run educational goals through the whole process of student management. Taking management as the carrier and education as the core, colleges and universities should infiltrate five education contents into daily behavior management, study style management, campus management and practical management, realizing the integration of education in management and management serving education. Formalistic work that separates management from education should be eliminated to ensure all management measures serve the improvement of students' comprehensive literacy and give full play to the core value of management education.

3.3 Principle of Collaborative Linkage Education

From the perspective of systematic education, colleges and universities should adhere to multi-party collaborative linkage, coordinate all educational subjects and resources on campus, break the barriers between departments, posts, teaching and management, and build a multi-subject, multi-scene and multi-dimensional collaborative education management pattern. It is essential to strengthen the connection and linkage of all educational links, integrate on-campus and off-campus resources, form all-staff participation, whole-process penetration and full-coverage educational synergy, and improve the implementation effectiveness of five education simultaneous development.

3.4 Principle of Personalized Adaptive Development

Colleges and universities should fully respect students' individual differences, personality traits, specialties and growth needs, and abandon the homogeneous and one-size-fits-all management mode. On the basis of standardized unified management, personalized development needs should be fully considered to carry out hierarchical and categorized educational guidance. According to the growth characteristics of students in different majors and grades, the content and methods of management education can be optimized to reserve space for students' personalized literacy development and realize the organic unity of standardized management and personalized growth.

4. Construction Path of Innovative Student Education Management Mode Under Five Education Simultaneous Development

4.1 Overall Planning of Five Education Layout to Construct a Balanced Educational Management System

Based on the overall educational goals of five education simultaneous development, colleges and universities should reconstruct the student education management system and make up for the deficiencies of traditional management to realize full coverage and balanced development of the five educational dimensions. Optimizing the moral education management mechanism, colleges and universities can strengthen ideological and political education, cultivate students' ideals, beliefs, moral qualities and legal awareness, and consolidate students' ideological foundation. By improving the intellectual education management mode and optimizing the study style construction mechanism, schools can strengthen the guidance of professional learning and cultivate students' abilities in independent learning and innovative exploration. It is necessary to improve the physical education management system, organize regular campus sports activities, physical fitness monitoring and fitness guidance to urge students to exercise and build healthy bodies. Enriching aesthetic education management contents relying on campus culture, art activities and aesthetic courses helps cultivate students' aesthetic literacy and humanistic feelings. Improving the labor education management mechanism and building platforms for campus labor, social practice and volunteer services can cultivate students' labor awareness and pragmatic spirit, so as to construct an integrated management system with balanced development of five educations.

4.2 Innovating Management Concepts to Build an Education-oriented Management Mode

Colleges and universities should thoroughly transform the traditional control-based and transaction-oriented management concepts, and establish a modern education management concept centered on students' growth and oriented by five education literacy cultivation. The student management work should shift from focusing on order restriction and transaction processing to literacy cultivation and growth empowerment. The fundamental task of fostering virtue through education and the goal of five education simultaneous development should be integrated into daily attendance, study style construction, dormitory management, campus activities, reward and punishment assessment. Managers and counselors should actively update their work thinking, carry out management work focusing on students' all-round development, and subtly cultivate students' multiple literacies through daily communication, behavior guidance, activity organization and psychological counseling to realize the value upgrading of management education.

4.3 Strengthening Multi-party Collaboration to Build an Integrated Linked Education Mechanism

Colleges and universities should construct a three-dimensional education linkage mechanism with overall school planning, department linkage, teacher-student collaboration and home-school communication to break the fragmented pattern of traditional education. At the school level, overall planning of five education development should be implemented to integrate resources from student affairs offices, youth league committees, sports departments, art centers and secondary colleges, clarify the responsibilities of various departments, and avoid duplication and fill educational gaps. It is necessary to strengthen the linkage among counselors, professional teachers and administrative staff, and realize the in-depth integration of teaching education, management education and service education. Meanwhile, connecting family and social resources to build home-school coordination and social practice platforms enables students to temper their literacy and improve abilities in social practice, forming an all-round and three-dimensional collaborative education management pattern.

4.4 Empowering Digital Development to Build an Intelligent Education Management Platform

In response to the trend of educational digitalization, colleges and universities should innovate student education management modes relying on big data, artificial intelligence and campus intelligent platforms to improve the accuracy and efficiency of five education management. An integrated intelligent student management platform can be built to collect multi-dimensional data including academic performance, physical fitness, activity participation, labor practice, ideological performance and artistic literacy, forming comprehensive literacy growth files for students. Based on big data analysis, schools can accurately identify students' developmental deficiencies in five educations and push personalized growth tasks such as physical exercise, aesthetic improvement and labor practice. Digital technology can simplify management processes, enrich educational forms and accurately meet students' needs, realizing scientific, precise and intelligent student education management and supporting the balanced development of students' five-dimensional literacy.

4.5 Optimizing Evaluation Mechanism to Establish a Comprehensive Five-education Evaluation System

Colleges and universities should reconstruct the student comprehensive evaluation system adapted to the concept of five education simultaneous development, break the score-oriented evaluation mode, and realize education and management promotion through evaluation. It is essential to optimize the evaluation indicators, balance the weight of moral, intellectual, physical, aesthetic and labor education, refine the evaluation standards, and fully incorporate physical health, artistic performance, labor practice, innovative ability and moral cultivation into comprehensive student assessment. A combination of process evaluation and terminal evaluation should be adopted

to focus on students' literacy changes throughout the growth process and weaken single result assessment. Meanwhile, the evaluation mechanism of management work should be improved, taking the effectiveness of five education implementation as the core assessment indicator of student management work, so as to force the quality improvement of management work and consolidate the educational orientation of five education simultaneous development.

5. Conclusion

As the core orientation of higher education reform in the new era, five education simultaneous development provides a clear direction for the innovative development of college student education management, reversing the traditional one-sided and control-oriented education management pattern. Current college student education management still faces problems such as unbalanced educational dimensions, solidified management modes, insufficient collaborative education and one-sided evaluation systems, which restrict the quality of comprehensive talent cultivation. Based on the requirements of five education simultaneous development, colleges and universities should adhere to the principles of balanced comprehensive education, integration of management and education, collaborative linkage and personalized adaptation. By overall planning of five education layout, innovating educational management concepts, building collaborative linkage mechanisms, empowering intelligent management through digital technology and optimizing comprehensive evaluation systems, colleges and universities can innovate student education management modes. Further deepening the in-depth integration of five education simultaneous development and student management can improve the comprehensive college education system, enhance the effectiveness of student education management, promote the all-round development of students' morality, intelligence, physical fitness, aesthetics and labor literacy, and cultivate high-quality compound and comprehensive young talents for the new era of social development.

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Research on the construction of a practical system for music aesthetic education led by college counselors—on-the-ground exploration based on local application-oriented colleges in Zhaoqing

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Abstract: Under the policy background of the Ministry of Education's comprehensive promotion of school aesthetic education infiltration action, music aesthetic education in local applied universities is facing the core proposition of transforming from "skills-oriented" to "literacy-oriented". This study is based on the front-line practice of music and dance colleges in local applied universities in Zhaoqing, and explores the construction of a full-chain music aesthetic education system that is led by counselors and covers daily ideological and political infiltration, special workshop support, and school-site practice extension. Two years of implementation experience shows that this model can transform music aesthetic education from a single skill training into an educational carrier that runs through the entire process of thought guidance, personality shaping, and ability growth, providing a replicable practical reference for the construction of aesthetic education in similar local colleges and universities.

Keywords: College counselors; music aesthetic education; aesthetic education infiltration action; Lingnan regional culture; local applied universities

0. Introduction

In December 2023, the Ministry of Education issued the "Notice on the Comprehensive Implementation of School Aesthetic Education Infiltration Action", which clearly proposed to break the boundaries of traditional aesthetic education classrooms and promote aesthetic education from staged curriculum teaching to normalized education covering all scenes of learning and life. For music and dance majors in local applied universities, music aesthetic education is not an additional link outside of professional education, but the core background that runs through the entire process of talent training, and is an important starting point for implementing the "five educations simultaneously" educational requirements.

However, for a long time, there have been two structural dilemmas in music aesthetic education in many local colleges: First, the main body of implementation has been narrowed to professional art teachers, and the role of counselors is limited to daily affairs management. A large number of aesthetic education resources are idle in scenes close to students such as class meetings and heart-to-heart talks. Second, content supply has fallen into the misunderstanding of "skills first". Classes focus too much on technical indicators and rarely guide students to understand the cultural connotation and emotional temperature behind the works, resulting in students being "technically proficient but expressing empty expressions." Du Wei pointed out that aesthetic education is the unity of perceptual education, personality education and creative education. Reducing aesthetic education to skill training fundamentally deviates from the original intention of aesthetic education

Against this background, a team of counselors from the music and dance school of a local applied university in Zhaoqing, relying on the advantages of daily ideological and political work, linked professional teachers, local intangible cultural heritage inheritors, and local public cultural institutions to launch a counselor-led practical exploration of music aesthetic education. Over the

past two years, the project has taken root in the cultural soil of Lingnan in Zhaoqing and gradually developed a music aesthetic education system that adapts to the positioning of local application-oriented universities.

1. The inner logic and conceptual anchor of counselor-led music aesthetic education

Different from the traditional aesthetic education model dominated by professional art departments, counselors are the core subjects of aesthetic education implementation, with clear educational logic behind them. From the beginning of preparation, the entire practical exploration has anchored three unshakable core concepts as the underlying guidance for all work.

1.1 Subject logic: counselors are the key role in opening up the “last mile” of aesthetic education

In the traditional aesthetic education chain of colleges and universities, professional teachers are responsible for imparting knowledge and skills in the classroom, and the educational scene outside the classroom has long been blank. As the educators closest to students, counselors are familiar with students' personality characteristics, growth confusion and development demands. They can break out of the unified teaching framework and design appropriate aesthetic education guidance methods for different students. Counselors do not need to personally teach performance skills. Their core role is to build a platform, connect resources, see ordinary students who are ignored by standardized teaching, and deliver appropriate aesthetic education resources to students in need, transforming aesthetic education from a one-size-fits-all public course into a personalized companionship that nourishes individual lives.

Practice has proved that the threshold of aesthetic education has never been professional skills, but the ability to truly see students. Professional teachers pay attention to whether students "play correctly and dance accurately", while counselors pay attention to whether students are happy and moved. Only by complementing each other can the two perspectives form a complete closed loop of aesthetic education. As Wang Desheng emphasized, aesthetic education is not about imparting knowledge from above, but about allowing everyone to acquire aesthetic perception in specific life scenarios. This is precisely the area in which counselors are best at their daily work.

1.2 Value logic: The core goal of aesthetic education is to awaken rather than assess

The basic principle of the project has been clear from the beginning: the ultimate goal of musical aesthetic education is not to cultivate many award-winning artists, but to cultivate complete people who can perceive beauty, express beauty, and deliver beauty. Therefore, all aesthetic education activities do not set strict skill thresholds and do not require students to meet preset professional standards. Even students with zero art foundation can enter the workshop to experience Cantonese opera sleeves and play local folk tunes. There is no need to worry about being "unprofessional" and they can just enjoy the pure pleasure brought by artistic expression. The first importance of aesthetic education is to awaken students' inner perception of beauty, rather than to use standardized assessments to screen out a few talented students.

Zeng Fanren proposed that aesthetic education is the education of "real people", which ultimately points to the integrity and soundness of personality. If aesthetic education ends up only cultivating "technical tools" that can play the piano and dance but cannot feel the warmth of life, that will be the biggest failure of aesthetic education. Therefore, all our activities do not have assessments, credits, or awards, and we hope to fully return the freedom of artistic expression to students.

1.3 Local logic: Local culture is the most precious aesthetic education resource in local colleges and universities

Zhaoqing is an important place for inheriting Lingnan culture and retains a large number of fresh intangible cultural heritage resources: Guangning Yao dance retains the simple vitality of Lingnan mountain culture, Gaoyao Chunshe folk music hides the life memories of people in the Xijiang

River Basin, and Cantonese opera are the common culture of the people in the Greater Bay Area. Emotional ties, as well as Duan Inkstone culture, the life aesthetics of steaming and steaming, and the folk songs of the Song Dynasty city walls... These cultural contents do not require high funding support. After systematic organization and transformation, they can become the most warm and resonant aesthetic education content, helping students build cultural confidence. The "Guangdong Province Action Plan to Comprehensively Strengthen and Improve School Aesthetic Education in the New Era" issued by Guangdong Province in 2022 clearly states that it is necessary to "explore the formation of aesthetic education courses with Lingnan cultural characteristics", which points out the direction for the construction of aesthetic education in local colleges and universities – being rooted in the local area is the biggest feature.

2. The construction path of the whole-chain musical aesthetic education practice system

During more than two years of implementation, the entire practice team has gradually built a three-layer progressive aesthetic education system of "daily ideological and political infiltration – special workshop support – school-site practical extension". The three links are interlocking, extending the coverage of music aesthetic education from the classroom to outside the campus, forming a complete closed loop of education.

2.1 The first dimension: embedding music aesthetic education into the entire daily ideological and political scene

The counselor-led aesthetic education practice first breaks the time and scene boundaries of traditional aesthetic education, and fully embeds music aesthetic education into all scenes of daily work. During the entrance education stage for freshmen, the team opened the "First Lesson on Zhaoqing Local Music Culture", taking freshmen under the Song Dynasty Wall and beside Xinghu Lake, and invited local folk artists to sing Xijiang fishermen's songs and demonstrate Guangning Yao dances, allowing freshmen to feel the warmth of urban culture for the first time and quickly establish a sense of belonging. In the daily themed class meetings, the team launched a fixed session of "Weekly Song": sometimes classic red vocal works are selected to sort out the revolutionary history, sometimes local folk music is selected to talk about life memories, and sometimes positive energy songs loved by young people are selected to explore the emotions of the times. There are no standard answers in the whole session. Everyone sits together to listen to music and talk about their feelings. The originally serious class meeting has turned into a warm aesthetic communication space.

In daily heart-to-heart conversations, the team deeply combines musical aesthetic education with psychological counseling. Students majoring in music and dance need to face a lot of repetitive skill training every day, which can easily lead to negative emotions such as academic anxiety and self-doubt. When counselors have heart-to-heart conversations with students who are depressed, they will not talk about general principles. Instead, they will accompany the students to play a soothing piece of music and do an undemanding impromptu dance, allowing students to naturally release their emotions in pressure-free artistic expression. For more than two years, this kind of musical healing talk has helped many students get out of their growth trough, and aesthetic education has become the softest and most powerful carrier of psychological support.

2.2 The second dimension: Characteristic aesthetic education workshops reconstruct the content supply system

In order to make up for the gap in aesthetic education content in traditional professional courses, the counselor team collaborated with professional teachers, invited local intangible cultural heritage inheritors as resident off-campus tutors, and created six unique aesthetic education workshops that are independently participated and operated by students: Lingnan Heritage Music Workshop, Yao Folk Dance Workshop, Red Vocal Works Interpretation Workshop, Campus Original Music Workshop, Children's Music Aesthetic Education Support Teaching Workshop,

and Cantonese Opera Body Experience Workshop.

The operation mode of the workshop is completely different from that of traditional classrooms: there is no fixed mandatory class schedule, no sign-in requirements, and no standardized final assessment. The activity time is jointly agreed upon by the students and instructors, and students can freely choose to participate according to their interests. In the Lingnan Heritage Music Workshop, the inheritors took the students to go deep into the rural communities to collect folk music, organize the records of folk tunes, and rearrange them into versions suitable for young people to sing; in the Yao folk dance workshop, the inheritors led the students to dance freely outdoors without deliberately pursuing neat and uniform movements, and the focus is on dancing out the vitality of folk dance originating from the mountains. In the Cantonese Opera Body Experience Workshop, students can put on water sleeves in the first class to experience the fun of walking on the stage and performing tricks. They first intuitively feel the beauty of Cantonese Opera, and then decide whether to study in depth based on their interest.

The most touching moment in the operation of the workshop is when the students' eyes suddenly light up. Over the past two years, the six workshops have held more than 50 themed activities, and students have independently created and adapted more than 30 musical works and more than 10 small dance works. These works may have limited professional standards, but each one carries the students' true feelings and independent thinking, which is precisely the most precious achievement of aesthetic education.

2.3 The third dimension: the extension of school-site collaborative practice to achieve two-way education

Real aesthetic education cannot just stay within the walls of the campus. Students learn to perceive and understand beauty, and ultimately go out into society to convey beauty. Since its inception, the project has actively connected with local public cultural institutions, primary and secondary schools, communities, and rural new era civilization practice stations to build an aesthetic education practice network covering the four districts and counties of Duanzhou, Gaoyao, Guangning, and Dinghu, and create aesthetic education practice classrooms without walls.

The team organizes student volunteers to regularly visit surrounding rural communities to give children charity music and aesthetic education classes, teach them to sing children's songs, dance group dances, and tell the stories behind local folk music. The people most moved in this process are often the teaching students themselves: Some students shared that they saw the light in the eyes of rural children when they touched the recorder for the first time, and then they realized that what they learned could bring pure happiness to others. A student wrote in his volunteer teaching diary: "I taught the children to sing "Moon on the West River". They were very off-key, but everyone laughed very happily. At that moment, I suddenly understood the meaning of 'music belongs to everyone.'" The educational value of aesthetic education is sublimated in such two-way transmission. The team also cooperated with the local community to set up public welfare aesthetic education classes for middle-aged and elderly residents. Last year's Double Ninth Festival students rehearsed a party with the elderly in the community. The elderly sang Cantonese opera, the students performed folk dances, and finally everyone sang "My Motherland and Me", creating a warm atmosphere on and off the stage. These practical activities have no utilitarian goal. They just allow students to truly feel the social value of music when they leave campus, and understand that art is never a product of the elite in the ivory tower, but belongs to every ordinary person in life.

3. Key experiences in practice and reflection on future development

After more than two years of exploration, the entire team did not take any shortcuts, nor did they deliberately pursue superficial excitement. Instead, they slowly accumulated several valuable experiences in counselor-led music aesthetic education through specific small things, and formed

a clearer reflection on the future development direction.

3.1 The core advantage of counselors in aesthetic education is “understanding people” rather than “understanding art”

In practice, people often question: Music and dance are highly professional, and counselors are not professional teachers. Can they do a good job in aesthetic education? Two years of implementation experience gives a definite answer. The core advantage of counselors in providing aesthetic education has never been to be more proficient in skills than professional teachers, but to understand students better than anyone else – we know who has suffered from chronic insomnia due to the pressure of preparing for competitions, and who has loved folk music since childhood but was embarrassed to express it. Our role is to build a platform, connect resources, and see specific students who have been ignored by standardized teaching. What is difficult for traditional classrooms to achieve.

3.2 The last thing aesthetic education needs is a unified standard answer

In practice, there are also voices of doubt: "The movements of the Yao dance performed by the students are not standard, and the adapted folk tunes have been changed too much. What is the meaning of such aesthetic education?" But the team always insists that the last thing aesthetic education needs is a unified standard answer. The Yao dance performed by the older generation of inheritors is a living memory of their time; today's young people adapt it in their own way, which is a new understanding of local culture in this era. Art is never a sealed specimen, but a living existence that is endless and circulating. Only by allowing young people to interpret and recreate in their own way can culture truly be passed down from generation to generation. When adapted works incorporating traditional music elements spread and ignited some listeners' curiosity and desire to explore, some of them took the initiative to seek out workshops, hoping to "find their roots" and learn the most authentic traditional music. —This is the value of re-creation, which opens up a channel for traditional culture to re-enter the spiritual world of young people.

3.3 There is no need to pursue excellence in aesthetic education in local colleges and universities. Making good use of the resources around you is the characteristic

Many local colleges and universities carry out aesthetic education, but they always feel that they cannot achieve good results without the resources of first-tier cities, high-end concert halls, and big-name artists. But two years of practice have proven that aesthetic education in local colleges has a unique advantage: folk art that has been passed down for thousands of years in the land underfoot is a precious resource that no key college can take away. There is no need to invest huge amounts of money, but we can steadily invite the inheritors of intangible cultural heritage around us to the campus, take students to the fields to collect folk customs, and transform local cultural resources into down-to-earth aesthetic education content, so that we can create the most warm and recognizable aesthetic education features. In the more than two years since this project was launched, the total funding has been less than 100,000 yuan. Most of the activities are completed by teachers and students independently, but the students' sense of gain and participation is much higher than spending hundreds of thousands to hire experts to give a lecture.

There are still obvious deficiencies in current practice: First, the coverage of aesthetic education is mainly concentrated in music and dance majors, and has not yet fully radiated to other majors in the school. The next step is to make the workshop experience course a public elective course for the whole school; second, the depth of school-site collaboration needs to be expanded, and the current cooperation mainly stays at the shallow level of supporting teaching and performances. In the future, we plan to cooperate with local cultural and tourism departments to jointly develop local music culture study routes and cultural and creative products; third, the long-term support mechanism for aesthetic education needs to be improved. At present, it is mainly driven by the enthusiasm of counselors, and stable funding, personnel, and institutional guarantees have not

yet been formed. These are core directions for continued exploration in the future.

4. Conclusion

We always believe that musical aesthetic education is never the product of a superior elite. It is a melody that can soothe students' emotions when they collapse during piano practice, a lyric that can bring strength when they are confused and confused, and it is the eyes that can still find beauty in ordinary life even if students enter the society and engage in jobs that have nothing to do with art. This is the important meaning of counselor-led music aesthetic education: using beauty as a boat, carrying every ordinary student to slowly sail in the river of art, and ultimately allowing every student to bloom his or her own flower on the road of growth. In the future, the team will continue to take root in the fertile cultural soil of Lingnan in Zhaoqing, follow the path of music aesthetic education led by counselors, connect more resources, open up more scenarios, and explore a more down-to-earth and warmer feasible path for the construction of aesthetic education in local applied universities.

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