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## Aesthetic education and life aesthetic literacy in Taiwan

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### Abstract

It is generally acknowledged that aesthetic education is the certain direction to cultivate talents in the world. In order to increase society competitiveness and improve life quality, it is important to deeply implement aesthetic education in schools so that the life aesthetic literacy would be hopefully

lifted. The objective of the study is to describe the situation of aesthetic education and life aesthetic literacy in Taiwan. Both theory and practical situation in Taiwan are also described.

**Keywords:** Aesthetic, Aesthetic education, Life aesthetic literacy

### 1. Introduction

It is generally acknowledged that aesthetic education is the certain direction to cultivate talents in the world, because the students have to be able to integrate multi-dimensional resources in aesthetic to well serve their customers. The related Taiwan authority also realized that the necessity of aesthetic education and aesthetic literacy are the points to strengthen and fortify our competitiveness. Therefore, the objective of the study is therefore to report the contemporary aesthetic education situation in Taiwan.

### 2. Theory

#### 2.1 The importance of aesthetic education

It is because aesthetic is the invisible competitiveness in terms of nation, firm, and individual. However, aesthetic education is the core of the whole education (Executive Yuan, 2001; Education Ministry, 2013)<sup>[2,4]</sup>. Aesthetic education stresses on thinking, so that learners would have more insightful and comprehensive understanding on aesthetics and aesthetic experiences. In addition, aesthetic education is to cultivate personal healthy psychological structure, which including the increasing and coordination of the psychological ability such as feeling, perception, affection, imagination, and comprehensiveness. And eventually implement to be the acute perception, appreciation, and creativity. On the other hand, aesthetic education enables learners to devote and urge themselves to learning so that they would pay attention to their own performance, gradually increase their self-confidence, and go further to improve their life sensibility as well as application ability (Lu, 2016)<sup>[3]</sup>. The ultimate objective of aesthetic education is to cultivate people with strong and perfect personality as well as obtain social stability, harmony and progress.

In order to promote aesthetic education and life aesthetic literacy, the Education Ministry in Taiwan implemented a 3-year project. The goals of the project are as the following:

1. Construct course development group for medium schools and universities to strengthen the territory of cross area aesthetic education;
2. Discover and connect various subjects to enlarge the channels of cross area aesthetic classes;
3. Intensify the course development of different subjects to build up the instructional model of cross area aesthetic courses;
4. Set up the mechanism for incorporating inter-school alliance and unify the resources for crossing area of aesthetic course development;
5. Enlarge student diversified learning channel and implement melting life with cross area aesthetic literacy;
6. Unify the activation of subject knowledge with art and promote the cross area aesthetic literacy of all of the citizens;
7. Integrate internationally to increase the promoting energy of our national cross area aesthetic education (Education Ministry, 2016)<sup>[5]</sup>.

Based on the theory stated above, the study argues that no matter individual gender, age, education, or social status, aesthetic literacy could be acquired through cross area learning and well-constructed internally and eventually expressed outward.

## 2.2 Aesthetic education and life aesthetic literacy in Taiwan

Based on National Academy for Educational Research, the educational objectives for the related professional students including the following points:

1. Understanding the essence of aesthetic;
2. Possessing the perception of aesthetic and appreciation ability of aesthetic;
3. Be provided with life aesthetic literacy (National Academy for Educational Research, 2016) <sup>[6]</sup>.

Researchers also reported that aesthetic education is to make learners fulfill the three related aesthetic ability: the appreciation ability of aesthetic, the sensibility of aesthetic, and the creativity of aesthetic. The above three kind's ability has to be learned and cultivated through aesthetic education (Chen, 2009) <sup>[1]</sup>. Therefore, the essence of aesthetic is creativity. To inspire the sensibility of aesthetic, it takes long-lasting respectful and opening attitude. The aesthetic outcomes will eventually be presented, which including the following:

1. When confronting specific art problems, one has the creativity to find out various alternatives to be the solution;
2. Possessing the thinking ability of presenting one's imagination;
3. Be able to find out and create new definition of things through one's life experience;
4. Developing confidence and personal-based sound through the exploring procedure and expressing art dimension and new thinking way;
5. Developing experience and ability of beauty appreciation and joy;
6. Increasing to progress for more complicated symbols and individual reading ability (Stevens, 2010) <sup>[7]</sup>.

## 3. Conclusion

Based on the above stated, one can realize that aesthetic education does play a critical role to improve life aesthetic literacy and could be beneficial to go further to lift student competitive advantage when they go to the society. The researchers hereby argue that the government should pay much more attention in implementing school aesthetic education so that the youth would be able to face their challenging future.

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