

กลยุทธ์และบทบาทของการศึกษาด้านสุนทรียศาสตร์ในการสื่อสารแบบพหุภาคีของ มหาวิทยาลัยเอกชนในประเทศจีน

STRATEGY AND ROLE OF AESTHETIC EDUCATION IN MULTIPLE COMMUNICATION OF PRIVATE UNIVERSITIES IN CHINA

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Received: 12.09.2024, Revised: 18.10.2024, Accepted: 21.10.2024

บทคัดย่อ

กลยุทธ์และบทบาทของการศึกษาด้านสุนทรียศาสตร์ในการสื่อสารแบบพหุภาคีของมหาวิทยาลัยเอกชนในประเทศจีน งานวิจัยนี้มีวัตถุประสงค์เพื่อประเมินผลกระทบของการศึกษาด้านสุนทรียศาสตร์โดยการสำรวจมิติหลักทั้งสามด้าน ได้แก่ โครงสร้างความรู้ด้านสุนทรียศาสตร์ แนวโน้มทัศนคติด้านสุนทรียศาสตร์ และการตัดสินคุณค่าด้านสุนทรียศาสตร์ กลุ่มผู้เข้าร่วมประกอบด้วยนักศึกษา 1,946 คน และบุคลากร 118 คน งานวิจัยนี้มุ่งเน้นไปที่โครงสร้างความรู้ด้านสุนทรียศาสตร์ ทัศนคติ และการตัดสินคุณค่า ผลลัพธ์บ่งชี้ถึงการรับรู้ที่ชัดเจนถึงบทบาทของการศึกษาทางสุนทรียศาสตร์ในการส่งเสริมพัฒนาการส่วนบุคคลและความเป็นอยู่ที่ดีทางอารมณ์ แต่ยังเน้นย้ำถึงความเชื่อมโยงมากก่อต่อการสื่อสารหลายช่องทางในการเพิ่มการเข้าถึงประสิทธิภาพของการศึกษาทางสุนทรียศาสตร์ การวิจัยในอนาคตควรประเมินผลกระทบในระยะยาวของกลยุทธ์เหล่านี้และดำเนินการวิเคราะห์เชิงปริยบเที่ยบในสภาพแวดล้อมการศึกษาที่แตกต่างกัน การวิจัยนี้เน้นย้ำถึงบทบาทสำคัญของการสื่อสารหลายช่องทางในการส่งเสริมการศึกษาด้านสุนทรียศาสตร์และส่งเสริมการพัฒนานักศึกษาอย่างครอบคลุมในมหาวิทยาลัยเอกชน

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STRATEGY AND ROLE OF AESTHETIC EDUCATION IN MULTIPLE COMMUNICATION OF PRIVATE UNIVERSITIES IN CHINA

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Received: 12.09.2024, Revised: 18.10.2024, Accepted: 05.11.2024

ABSTRACT

This study investigates the implementation and perception of aesthetic education within three private universities in China, utilizing a quantitative approach through a detailed questionnaire. The research aimed to assess aesthetic education's impact by exploring its three core dimensions: aesthetic knowledge structure, aesthetic attitude tendency, and aesthetic value judgment. The participant group comprised 1946 students and 118 staff members. The research focuses on aesthetic knowledge structure, attitude, and value judgment. Results indicate strong recognition of aesthetic education's role in enhancing personal development and emotional well-being, yet highlights a substantial appreciation for multi-channel communication in enhancing the reach and effectiveness of aesthetic education. Future research should assess the long-term effects of these strategies and conduct comparative analyses across different educational settings. This research emphasizes the critical role of multi-channel communication in advancing aesthetic education and fostering comprehensive student development in private universities.

Keywords: Aesthetic Education, Private Universitiy, Multiple Communication, Strategy and Role

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INTRODUCTION

Background of Aesthetic Education and Its Significant

Aesthetic education is an essential part of quality education, significantly contributing to the comprehensive development of university students. It helps individuals to better understand and transform the world, realize their personal value, and shape a well-rounded personality (Qiu, 2005). Jean Piaget's cognitive development theory emphasizes the critical role of aesthetic education in individual growth, highlighting its capacity to provide diverse perceptions and experiences, thereby deepening one's understanding of the world through observation, creation, and expression.

Aesthetic education subtly influences individuals, cultivating their emotions and enriching their personalities (Zeng, 2012). Building on Howard Gardner's theory of multiple intelligences, Wendel Gartner further emphasized that humans possess multiple intelligences, including linguistic, logical-mathematical, and visuospatial intelligence. Aesthetic education meets the needs of different types of university students, helping them develop various intelligences and improve their overall learning achievements.

Historically, Chinese aesthetic education has deep roots in ancient cultural practices, such as calligraphy, painting, and craft production, which embody rich traditions (Ye, 2002). However, modern aesthetic education in China began relatively late, mainly in the early 20th century. Since the 1980s, China's aesthetic education has evolved into a more diversified field, emphasizing not only skill acquisition but also the cultivation of students' aesthetic feelings and creativity.

Research Background and Significance of the Study

Private universities in China are increasingly recognized for their innovative and flexible approaches to education, including aesthetic education. This flexibility enables these institutions to address the diverse needs of their student populations. However, despite their importance, there is a substantial gap in the literature regarding how aesthetic education strategies and communication channels are integrated within private universities. Understanding the strategies and role of aesthetic education in private universities is essential for developing effective educational practices that cater to diverse student populations and help promote holistic student development.

Description of Research Problems and Purposes

Although aesthetic education is acknowledged as a critical component in developing students' aesthetic and cultural competencies, its implementation and acceptance vary significantly across different private universities in China. These discrepancies could be influenced by various factors, including the diverse backgrounds of the students, institutional educational strategies, and the effectiveness of different communication channels. The lack of a standardized approach to implementing aesthetic education, along with the diverse communication methods utilized by institutions, complicates the dissemination and impact of aesthetic education.

Research Objectives

Based on the highlighted research problems, the objectives of this study are:

To explore how multiple communication channels (including interpersonal, digital, and institutional methods) influence the dissemination and effectiveness of aesthetic education in Chinese private universities.

To identify and analyze the factors that affect the acceptance and engagement of aesthetic education among students from different demographic and socio-cultural backgrounds.

To provide strategic recommendations for improving the delivery of aesthetic education through enhanced communication strategies and interdisciplinary integration in private universities.

Research Hypotheses, Scope, Limitations, and Definitions

1. The study proposes the following hypotheses:

Aesthetic knowledge structure positively impacts the implementation of aesthetic education in private universities.

Aesthetic attitude tendencies positively influence students' engagement in aesthetic education.

Aesthetic value judgment positively impacts the effectiveness of aesthetic education.

The acceptance of aesthetic education varies significantly among students from different socio-economic and educational backgrounds.

2. Scope of the Study

This research focuses on private universities in China, specifically examining their aesthetic education strategies and how these strategies impact communication processes within the institutions.

3. Limitations

The study acknowledges the variability in the implementation of aesthetic education across different private universities, which may influence the generalizability of the findings. Additionally, differences in institutional resources and faculty expertise could affect the consistency of aesthetic education practices across different settings.

4. Definitions

Aesthetic Education: Refers to educational practices aimed at cultivating students' abilities to perceive, appreciate, and create beauty, promoting emotional, cognitive, and personal development.

Communication Channels: Encompasses various means of communication within educational settings, including direct interpersonal communication, digital platforms, and institutional messaging.

LITERATURE REVIEW

In terms of the definition of aesthetic education, it refers to an educational activity aimed at cultivating individuals' aesthetic awareness and abilities through the perception, appreciation, and creation of beauty. Aesthetic education is not merely a part of art education but an essential component of comprehensive quality education. Its goal is to develop students' aesthetic abilities, emotional experiences, and personality development. Recent research has emphasized the holistic nature of aesthetic education, highlighting its role in promoting critical thinking, creativity, and emotional intelligence in modern educational contexts (Eisner, 2020; Pinar, 2021).

According to Zhu (2010), aesthetic education is considered a crucial part of humanistic education, aiming to enhance individuals' personalities, creativity, and emotions through experiences of beauty. Similarly, more recent studies have underscored its role in fostering moral and ethical values through artistic experiences (Heybach & Sheffield, 2021), and Wang (2014) views aesthetic education as a practice system centered around the perception and transcendence of beauty, aimed at fostering individuals' aesthetic consciousness and practical abilities to achieve comprehensive personal development. Moreover, aesthetic education is not limited to art education; it encompasses sensory education, appreciation of beauty, and art appreciation, focusing on promoting the cultivation of moral, ethical, and political sensibilities through experiences of beauty (Carr, 2013). This multidimensional view of aesthetic education aligns with recent scholarly debates on how it contributes to emotional well-being and social engagement (Kopytov et al., 2023).

Aesthetic education also helps individuals establish a deeper understanding of the world. Through aesthetic experiences, individuals can engage with emotions and values conveyed by art,

deepening their understanding of the complexity and diversity of human society. Contemporary studies highlight how these experiences not only enhance personal reflection but also contribute to a greater awareness of social and cultural issues (Zhang & Li, 2022; Goldstein, 2020). At the same time, aesthetic education cultivates critical thinking, enabling individuals to analyze and evaluate artworks from different perspectives, fostering independent thought and judgment (Greene, 2019).

In terms of the role of aesthetics, aesthetic education plays a significant role in developing students' aesthetic abilities, moral qualities, and overall personal development. Recent research has expanded on this by showing that aesthetic education supports not only artistic literacy but also broader social and cultural literacy (Freedman & Stuhr, 2020). Heybach (2020) suggests that aesthetic education fosters students' comprehensive development by cultivating their aesthetic abilities and emotional experiences. Moreover, aesthetic education can enhance students' quality of life, increase their social adaptability (Kopytov et al., 2023), and play a crucial role in nurturing their aesthetic literacy and literary appreciation abilities, contributing to their critical thinking and cultural awareness (Zhang, 2023).

The methods of aesthetic education are diverse. Gao (2010) suggests that aesthetic education can be conducted through reading instruction, utilizing aspects such as vocal tone, meaning construction, rhetorical techniques, and emotional expression. Zeng (2015) indicates that aesthetic education can be implemented in English teaching, developing students' aesthetic appreciation through literary appreciation. In more recent studies, interdisciplinary methods such as combining aesthetic education with digital media and technology have been explored, promoting creativity and digital literacy (Süzen, 2020; Green & Foster, 2022). Süzen (2020) found that artistic creation and aesthetic experiences can cultivate students' creativity and aesthetic consciousness, further emphasizing the integration of aesthetic education with new forms of media.

Moreover, the implementation of aesthetic education is influenced by various factors. Bai & Lu (2018) argue that the construction of university aesthetic education systems and the quality of art education directly affect the effectiveness of aesthetic education. This is supported by recent studies indicating that institutional support and curriculum flexibility are key factors in the successful implementation of aesthetic programs in universities (Wen & Qian, 2021). YU (2012) also finds that teachers play a crucial role in aesthetic education, requiring both artistic understanding and the ability to integrate theory with practice. Teacher training and professional development have been emphasized as critical in ensuring the quality of aesthetic education (Li & Zhang, 2023), particularly in private university settings where resources may be more constrained.

Under the framework of the theory of multiple intelligences, aesthetic education provides a broad platform for the development of university students in unique ways. It not only enhances artistic and aesthetic capabilities but also fosters comprehensive intellectual development. Recent

research on multiple intelligences theory supports this notion, showing that aesthetic education engages multiple cognitive faculties, including emotional and social intelligence, contributing to well-rounded personal growth (Gardner, 2021). Through aesthetic education, students can not only improve their personal artistic accomplishment and aesthetic ability but also promote their all-round development, laying a solid foundation for future careers and social life.

In summary, based on the analysis of current literature, there has been extensive research on aesthetic education issues across different academic backgrounds. However, there remain research gaps, particularly in the context of private universities in China, where the unique educational environment presents distinct challenges and opportunities for the dissemination of aesthetic education (Sun & Liu, 2021). This article focuses on the specific group of teachers and students in private universities, aiming to uncover the distinctive paths for the dissemination and development of aesthetic education in Chinese private universities, thereby promoting their leapfrog development.

The communication theory used in this study includes communication process theory, communication effect theory, and communication audience theory (Shannon & Weaver, 2022). Under this theoretical framework, the multiple communication strategies of aesthetic education in Chinese private universities are divided into three levels: information source, information content, and information receiver. There is a complex interactive relationship between these three levels. For example, teachers, as information sources, need to choose appropriate content based on the needs and interests of students; students, as information recipients, interpret and re-create information through their understanding and innovation; and parents and society, as broader participants, evaluate and provide feedback on the effectiveness of aesthetic education through their support and engagement.

METHODOLOGY

To investigate the strategies and functions of aesthetic education within the framework of multiple communication channels in private universities in China, this study adopts a quantitative research method through the use of structured questionnaires. The questionnaire design was based on the characteristics of aesthetic education and the specific conditions of aesthetic education in private universities. It was structured to explore three main dimensions of aesthetic concepts: aesthetic knowledge structure, aesthetic attitude tendency, and aesthetic value judgment. Since students and faculty may differ significantly in these aspects, the questionnaire was designed to capture the perspectives of both groups to reflect the broader aesthetic consciousness present in private universities.

Sample Size and Data Collection Process

The study was conducted at three private universities in China: Yanching Institute of Technology, Shanghai Lida University, and Wuhan University of Engineering Science. A total of 1946 students and 118 staff members from these institutions were selected as the research subjects. To ensure that the sample was representative of the larger population, a random sampling technique was employed. The sample size was carefully chosen based on the proportionate representation of each university's student and staff population.

Given the subjective and personalized nature of aesthetic education, the research utilized a network-based questionnaire, which was distributed online to reduce logistical barriers and ensure broad participation. The closed-ended format of the questionnaire enabled a consistent approach to data collection, which ensured that responses could be easily categorized and statistically analyzed.

A total of 1946 valid student responses and 118 valid staff responses were collected after filtering for incomplete or inconsistent submissions. The high response rate and the random sampling method helped to mitigate potential sampling bias, ensuring that the results are reflective of the general aesthetic education landscape in private universities.

Data Analysis Approach

The collected data was analyzed using descriptive and inferential statistical methods. The descriptive statistics were used to summarize the demographic characteristics of the participants, including their age, gender, academic standing, and teaching experience. Additionally, measures such as mean, standard deviation, and frequency distributions were applied to explore the three key dimensions: aesthetic knowledge structure, aesthetic attitude tendency, and aesthetic value judgment.

To analyze the relationship between these dimensions and the effectiveness of aesthetic education across different communication channels, correlation analysis and regression analysis were employed. These statistical methods allowed for the identification of patterns and trends within the data, providing insights into how various communication strategies influence the acceptance and dissemination of aesthetic education.

To ensure the validity and reliability of the study, several steps were taken:

Questionnaire Design: The questionnaire was developed based on established theories of aesthetic education and communication strategies, and it was reviewed by subject matter experts to ensure content validity. Pilot testing was conducted with a small group of participants before the full study to identify any potential issues with clarity or ambiguity in the questions.

Random Sampling: The use of random sampling reduced selection bias, as participants were chosen without any predetermined criteria, ensuring that the sample represented a diverse group of students and faculty. This method helps minimize biases that could arise from specific demographic or institutional factors.

Anonymity and Privacy: To further reduce bias, all respondents were assured of the anonymity of their responses, which likely encouraged more honest and accurate feedback. Personal data and responses were securely protected, ensuring that participants felt comfortable sharing their views on aesthetic education without concerns about privacy violations.

Control for Response Bias: The use of a closed-ended questionnaire with standardized answer choices helped reduce response bias by limiting subjective interpretation of the questions. Additionally, the online nature of the survey ensured that participants could respond at their own pace, minimizing the pressure that might arise in face-to-face settings.

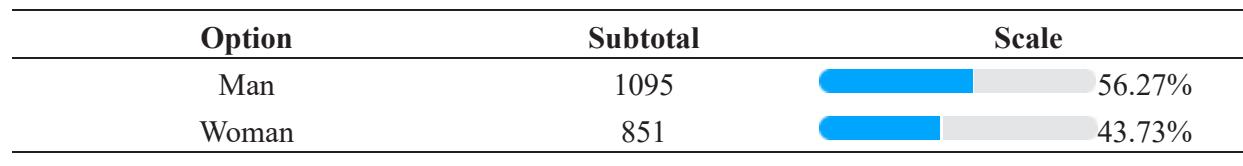
Data Validation: After the collection of responses, rigorous data cleaning procedures were applied to eliminate incomplete or invalid responses. Only fully completed questionnaires were included in the analysis, ensuring the integrity of the data.

By employing a robust methodology that includes a well-structured questionnaire, random sampling, and advanced statistical analysis, this study aims to provide a comprehensive understanding of the strategies and role of aesthetic education in private universities. The study's design and data collection approach minimize bias and ensure that the findings accurately reflect the current state of aesthetic education. The insights drawn from this research will contribute to the development and refinement of aesthetic education practices in China's private universities, ultimately enhancing the educational experience for both students and faculty.

FINDINGS

Through the analysis of the basic situation of the questionnaire sample, we can see some basic characteristics of students and teachers. Among teachers, the proportion of female teachers is relatively high, most of them have teaching age of less than 1 year, and the proportion of specialized teachers; the proportion of men and women is relatively balanced, with the high proportion of freshmen, and most of science and media majors. These data are helpful to better understand the situation of students and teachers in schools, and provide a reference basis for the management and development of aesthetic education in schools.

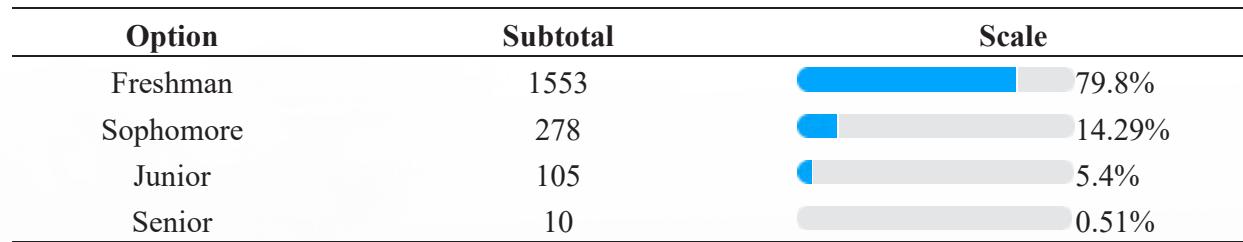
There were 1,095 universitiy students with boys, accounting for 56.27%, and 851 girls, accounting for 43.73%.



This question is valid for filling in the number of people 1946

Figure 1 Gender of universitiy students Respondents

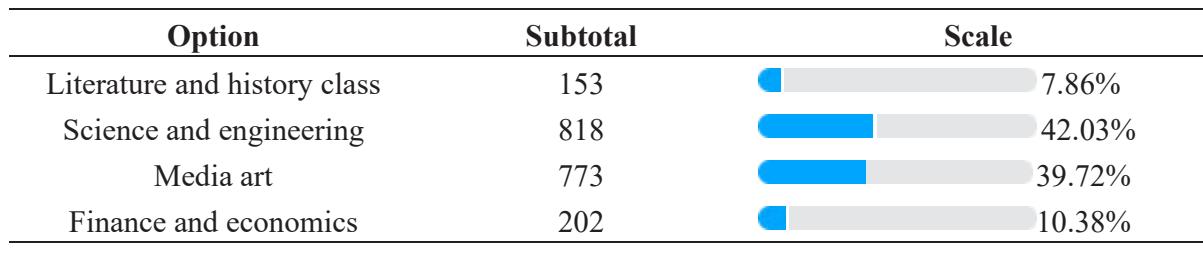
It included 1,553 freshmen, 278 sophomores, 105 juniors, and 10 seniors. Because the senior students have entered the internship period, most of the students are not in the school.



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Figure 2 Grades Background of Students

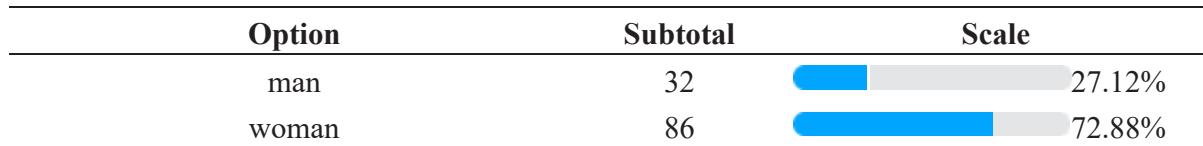
The proportion of students also varied across specialty departments participating in the questionnaire. Literature and history accounted for 7.86%, science and technology for 42.03%, media art accounted for 39.72%, and finance and economics for 10.38%.



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Figure 3 Major Category of students

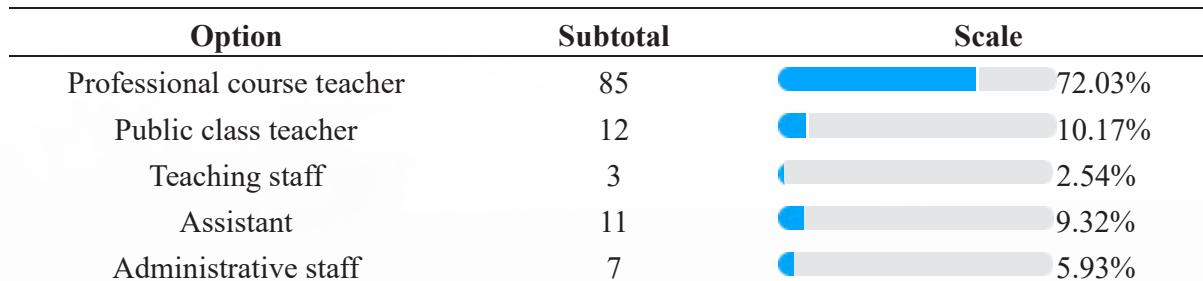
The gender ratio of the staff who participated in the questionnaire was 3:7, of which 27.12% were male and 72.88% were female.



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Figure 4 Gender of university Staff

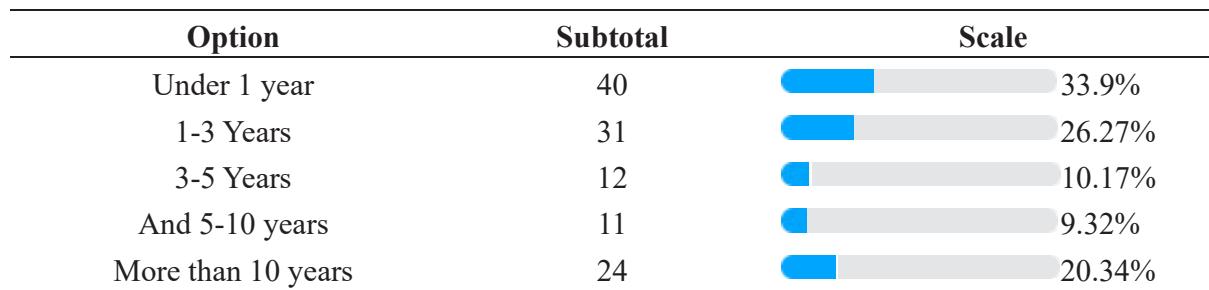
The distribution of the staff participating in the questionnaire was also different. Professional teachers accounted for 72.03%, public teachers for 10.17%, managers for 5.93%, teaching staff for 2.54%, and counselors for 9.32%.



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Figure 5 Status of Staff

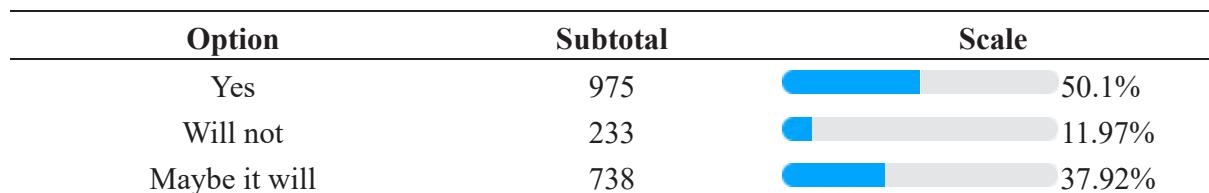
In terms of working years and teaching age, 33.9% accounted for less than 1 year, 26.27% for 1-3 years, 10.17% for 3-5 years, 9.32% for 5-10 years, and 20.34% for more than 10 years.



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Figure 6 Working Experience of Staff Respondents

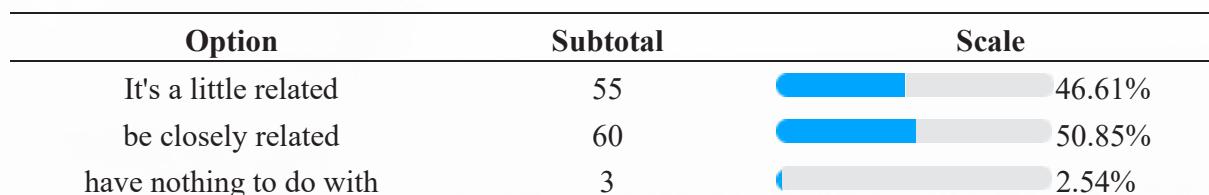
One of the goals of studying aesthetic education is to cultivate the sound personality of university students. In the question about whether you think university students can reduce university crimes, 50.1% think yes, 37.92% think they may, and 11.97% think they will not.



This question is valid for filling in the number of people 1946

Figure 7 Students Idea for Aesthetic Education Reducing Crimes

In the question about whether the staff think that the aesthetic education of university students is related to many criminal cases of university students, 46.61% of the staff think it is related, 50.85% of the staff think it is closely related, and 2.54% of the staff think it is irrelevant.



This question is valid for filling in the number of people 118

Figure 8 Staff Idea for Aesthetic Education closely related criminal cases of university students

According to the data, about the correlation analysis of aesthetic education and crime, the staff and students generally believe that there is a certain correlation. Aron Marlow (Abraham Maslow)'s hierarchy of needs theory holds that the level of human needs is from physiological

needs to self-actualization. Aesthetic education not only meets the basic needs of universities students, but also provides the opportunity to realize self-expression and creativity, helping them to achieve higher needs, such as respect and self-realization; Therefore, when university students' needs are met in aesthetic education, they are more likely to develop positive mentality and behavior patterns, which can reduce the occurrence of bad behavior.

It can be seen from the questionnaire that 1219 students thought it was necessary for the necessity of aesthetic education courses, 627 students thought it was dispensable, and 100 students thought it was not necessary.

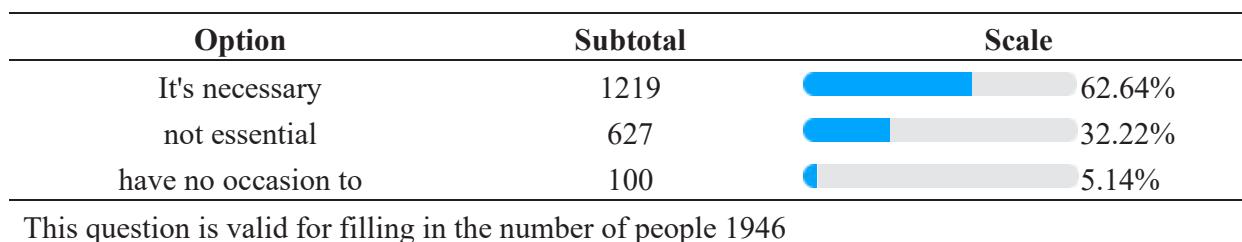


Figure 9 Staff Idea for aesthetic education courses in universities

90.68% of the faculty and staff thought it was necessary to offer aesthetic education courses, 7.63% thought that the courses were optional, and 1.69% thought it was not necessary to start aesthetic education courses.

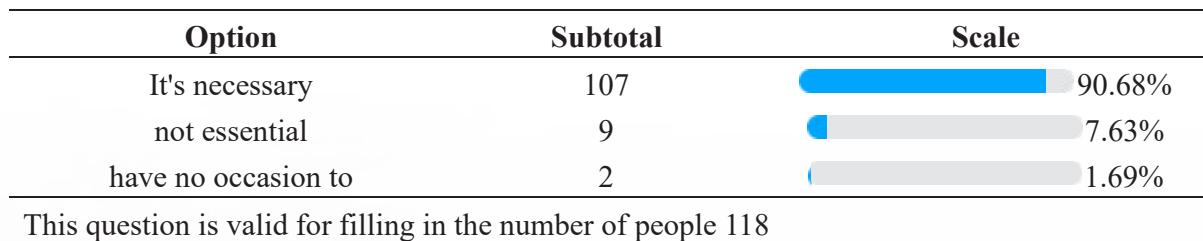


Figure 10 Staff Idea for aesthetic education courses in universities

The questionnaire compares and comprehensively analyzes the evaluation of the staff and the students from the necessity of the aesthetic education course. Through such evaluation, we can better understand the importance of private universities to aesthetic education, and provide a reference for further improving the level of aesthetic education.

CONCLUSION AND DISCUSSION

This study has thoroughly examined the strategy and role of aesthetic education within the framework of multiple communication channels in three private universities in China. By

utilizing a quantitative approach through questionnaires, the research captured the various dimensions of aesthetic awareness and explored how aesthetic education is both structured and perceived within these institutions. The findings offer critical insights into the multidimensional interactions between students, faculty, and institutional frameworks that shape the implementation and effectiveness of aesthetic education.

Reflection on Methodology

The use of questionnaires for data collection across a substantial sample of 1946 students and 118 staff members provided a broad assessment of perceptions toward aesthetic education. The structured nature of the closed-ended questions allowed for an efficient analysis of data, ensuring both respondent anonymity and data reliability. However, future research could benefit from integrating qualitative methods to explore the nuances of interpersonal communication and the subjective experiences related to aesthetic education.

Key Findings

The research found that aesthetic education is widely valued by both students and staff, recognized for its role in fostering holistic development, enhancing emotional well-being, and cultivating critical thinking. Moreover, aesthetic education was observed to enhance multiple forms of communication within the university environment:

1. **Interpersonal Communication:** Aesthetic education fosters dialogue between students and teachers, promoting emotional expression and understanding through creative arts.
2. **Interdisciplinary Communication:** The integration of aesthetic education with other academic disciplines encourages interdisciplinary thinking, which broadens students' perspectives and enhances problem-solving skills.
3. **Digital Communication:** The study highlights how aesthetic education has expanded through digital platforms, particularly in the context of online learning, facilitating broader access and engagement.

Challenges Identified

Despite its acknowledged importance, several challenges hinder the full realization of aesthetic education in these private universities, specifically related to communication:

1. Resource Constraints: Limited funding affects not only the availability of materials and the diversity of aesthetic education programs but also the development of digital communication platforms essential for broader access.

2. Faculty Development: A lack of specialized faculty training limits the depth of aesthetic education, reducing opportunities for meaningful communication between students and educators in this field.

3. Curricular Integration: Aesthetic education remains somewhat isolated within the curriculum. Greater integration across various disciplines could enhance cross-disciplinary communication, thereby improving student engagement and learning outcomes.

Discussion of Implications

These findings have important implications for educational administrators and policy makers in private universities, particularly regarding how aesthetic education can strengthen multiple communication channels within the institution. To address the identified challenges, the following strategic improvements are proposed:

1. Enhanced Investment in Communication Infrastructure: Increased funding should be allocated not only to aesthetic resources but also to develop digital platforms that facilitate interaction between students, faculty, and external cultural institutions.

2. Faculty Training for Effective Communication: Specialized faculty training programs are essential to enable educators to communicate the value of aesthetic education more effectively, both in-person and through online mediums.

3. Curriculum Development for Cross-Disciplinary Communication: The curriculum should incorporate more diverse aesthetic education courses that intersect with other academic subjects, thus fostering interdisciplinary communication and critical thinking.

Theoretical and Practical Contributions

This study contributes to the theoretical understanding of how aesthetic education can be implemented within a framework of multiple communication in private universities. Practically, it provides a foundation for universities to refine their educational strategies, leading to improved student outcomes not only in terms of creativity and emotional well-being but also in fostering a campus culture of open, interdisciplinary communication.

Future Research Directions

Further research should explore how aesthetic education can enhance both formal and informal communication channels within universities, including student-teacher interactions, peer discussions, and digital forums. Additionally, comparative studies between private and public universities could provide deeper insights into how different communication strategies impact the outcomes of aesthetic education across different types of institutions.

Conclusion

In conclusion, this research underscores the strategic importance of aesthetic education in enhancing multiple forms of communication within private universities. Aesthetic education not only fosters the development of individual creativity and critical thinking but also serves as a critical channel for interpersonal, institutional, and digital communication within academic environments (Gardner, 2021). The findings suggest that improvements in resource allocation, faculty development, and curriculum integration are essential for cultivating a robust aesthetic education framework. This aligns with Dewey's (1934) argument that aesthetic experiences are not isolated events but part of the continuous interaction between individuals and their environments, thereby necessitating institutional support for their sustained impact.

Resource allocation plays a pivotal role in the success of aesthetic education, as supported by Bourdieu's (1986) theory of cultural capital, which posits that access to artistic and cultural resources enhances individuals' capacity to engage in aesthetic experiences. Without adequate funding and resources, private universities may struggle to offer diverse and high-quality aesthetic programs that resonate with students' interests and cultural backgrounds (Wen & Qian, 2021). Additionally, the training and development of faculty are crucial, as teachers are the primary facilitators of aesthetic experiences. Vygotsky's (1978) sociocultural theory emphasizes the role of teachers as mediators who help students internalize cultural and aesthetic knowledge, which highlights the need for specialized training in aesthetic education to ensure that faculty can effectively communicate its value.

Moreover, curriculum integration is vital to creating a dynamic and communicative educational environment. Piaget's (1952) theory of cognitive development asserts that aesthetic education enhances cognitive processes such as observation, imagination, and critical thinking, which are essential for holistic student development. By incorporating aesthetic education into the broader academic curriculum, private universities can support not only artistic literacy but also

interdisciplinary learning, which is consistent with Eisner's (2002) view that arts education enriches intellectual and emotional growth across all disciplines.

The study also highlights how these strategies, when implemented effectively, can contribute to the creation of a culturally rich and socially engaged academic community. Aesthetic education, through its integration into multiple communication channels, helps students and faculty engage more deeply with cultural values, social issues, and artistic expressions (Heybach & Sheffield, 2021). This dynamic interaction strengthens the institution's cultural fabric, allowing private universities to foster an environment where students develop not only academically but also emotionally and socially.

In summary, through the investigation of three private universities, the study concludes that aesthetic education is influenced by several interrelated factors, including the concept of aesthetic education, investment in aesthetic resources, curriculum development, faculty training, campus cultural environment, and implementation methods. These factors collectively shape the multifaceted communication strategies that define the unique characteristics of aesthetic education in private universities. As Shannon and Weaver's (1949) communication model suggests, effective communication relies on the interaction between information sources, content, and receivers. In the context of aesthetic education, teachers act as the source of knowledge, students as the receivers, and aesthetic curriculum as the content. The effective interaction of these elements determines the success of aesthetic education in shaping students' aesthetic values and critical capacities.

By addressing these key areas, private universities can enhance their educational offerings, creating a more interactive and engaging learning environment that not only supports individual development but also contributes to the broader societal and cultural landscape (Li & Zhang, 2023).

ACKNOWLEDGMENT

Thank you College of Communication Arts, Suan Sunandha Rajabhat University and Dr.Krisana Chueachainat for helping me greatly with this research article.

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