

Research on the Development of Communication Strategies for Aesthetic Education in Universities in the New Media Era

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Abstract: In the era of new media, aesthetic education in universities has received increasing attention. Effective communication can significantly enhance the quality of talent cultivation in universities. However, during the research process, it was found that aesthetic education in the new era differs greatly from traditional approaches. There are challenges such as limited aesthetic perspectives, insufficient aesthetic learning, and conflicts in aesthetic culture. In response, four optimization strategies are proposed: constructing diversified aesthetic resources and platforms, enhancing aesthetic experiences, increasing understanding of aesthetic culture, and building an aesthetic education communication model. Through optimization, the communication strategy is ensured to meet the characteristics and needs of college students, a diversified communication path is constructed, the participation of students is enhanced, and the effectiveness of aesthetic education communication is improved.

Keywords- New Media, University Students, Aesthetic Education, Communication Pathways

1. Introduction

With the gradual popularization of 5G technology, the development of the digital age is accelerating, and the integration of digital technologies into various industries has become a trend for future development. Against this backdrop, new media technologies have emerged, giving communication the wings of digitalization and directly having a profound impact on aesthetic education in universities. Researching the communication of aesthetic education in universities in the new media era, improving the quality of communication, and strengthening its effectiveness have become important issues in the development of this era [1].

2. The Historical Context of Communication

The background of contemporary communication is the rapid development of digitalization and globalization. With the widespread adoption of the internet and digital technologies, information dissemination has become more convenient and rapid, and people can access and share information through various channels [2]. The communication of media in the new era is characterized by greater openness, diversity, and interactivity. The audience and modes of communication are more diversified, and the content of communication is richer and more varied [3]. At the same time, globalization has made the connections between different countries and regions closer, and transnational communication has become more frequent and easier. Issues related to intercultural communication and the clash of values are worth paying attention [4].

The first is the profound impact of digitalization on communication. The rise of the internet and social media has changed the communication landscape, allowing individuals to participate in the creation and dissemination of information [5]. People can publish content and share opinions through social media platforms, forming their own social networks. The development of digital technologies has diversified communication media, including various forms such as text, images, audio, and video. People can choose communication methods that suit their preferences and needs [6]. At the same time, the explosion of information has also led to issues such as information overload and concerns about the authenticity of information. Secondly, globalization has also brought important impacts.

The number of multinational corporations, international organizations, and transnational media is continuously increasing. They transmit information and culture from one country to another, promoting communication and integration between different cultures. Globalization has also accelerated the speed and scale of information flow, allowing people to access information and news from all over the world in real time [7].

3. The Impact of Contemporary Communication Context on the Dissemination of Aesthetic Education in Universities

With the arrival of the new media era, the contemporary context has had a multifaceted impact on the dissemination of aesthetic education in universities. The first is the emergence of diversified forms of communication. The development of digitalization and globalization has provided more diverse forms of communication for aesthetic education among university students [8]. Schools can utilize digital media platforms, social networks, online courses, and other tools to deliver art works, ideas, and knowledge to students in a diverse manner, enhancing the fun and engagement of learning. Furthermore, it facilitates increased communication and interaction. In the context of digitalization and globalization, students can engage in online exchanges and interactions with artists, scholars, and other students from around the world. This cross-cultural exchange can help students broaden their horizons, expand their thinking, and contribute to the development of cross-cultural understanding and appreciation [9]. Next, it enriches aesthetic resources. In the digital age, a vast amount of art works, cultural heritage, and creative content can be disseminated through the internet and digital media, allowing students to easily access a wealth of aesthetic resources [10]. This background provides university students with more options, helping them develop their own unique aesthetic vision and taste. However, it also brings about issues of information overload and clashes of values. Contemporary digital media is filled with a wide variety of information, and university students need to enhance their ability to discern and evaluate aesthetic information when receiving and interpreting it. At the same time, the globalization of communication has also led to clashes between different cultures and values [11]. University students need to develop critical thinking skills and an awareness of cultural relativism, maintaining their independent thought while respecting diversity.

In addition, personalized customization has become an important way of aesthetic education communication in the new media era. This is because, with the development of society and the progress of science and technology, everyone's demand for beauty and aesthetic standards are becoming more and more diversified, and the traditional aesthetic education model can no longer meet the needs of different individuals. Personalized and customized aesthetic education communication methods can be tailored to meet the needs of each college student according to their interests, hobbies, personality and other characteristics. Personalized and customized aesthetic education communication can not only meet the diversified aesthetic needs of college students, but also improve their aesthetic quality and innovation ability. Therefore, we should actively explore and promote this personalized aesthetic education communication mode, so that every college student can get a better aesthetic education in a suitable educational environment.

4. Challenges of Aesthetic Education Communication for College Students in the Era of New Media

In the era of new media, there are significant differences between aesthetic education for college students and traditional aesthetic education, and different challenges arise in the process of communication.

4.1 Restricted Aesthetic Vision

In the digital age, a vast amount of information floods students' vision, leading to information overload. Students face difficulties in making choices and find it challenging to filter out content that is beneficial for their aesthetic education from the abundance of information [12]. Due to information overload, students find it difficult to select art works and cultural activities that suit them from the vast amount of information available. They may feel confused and uncertain, leading to hesitation or missing out on valuable learning opportunities. Information overload and the difficulty in making choices may restrict students' aesthetic perspective, causing them to focus

only on familiar and mainstream art works, while failing to explore more diverse and lesser-known art forms. This limits their ability to understand and appreciate different cultures and artistic styles.

4.2 Insufficient Aesthetic Learning

In the era of new media, although digitalization has provided more channels and forms for communication, the issue of the digital divide still exists [13]. Some students may not have full access to digital media and lack the skills to use and engage with them. For students who have limited access to or cannot fully utilize digital media, they may miss out on rich online resources and interactive opportunities, which restricts their aesthetic perspective and hinders their ability to experience a wide variety of art and cultural activities. Additionally, while the digital age offers opportunities for online interaction, it lacks the immersive experience and real-time engagement that face-to-face interactions provide. This is particularly true for certain art forms, such as music and theater, which are difficult to fully present through digital media and cannot convey their true artistic allure. The interactivity and virtual experiences offered by digital platforms cannot entirely replace the authentic connection and live communication of in-person experiences. As a result, students may not be able to fully appreciate the unique charm and emotional impact of art works, and miss the opportunity for direct interaction with artists and other audiences. Although students can access various art works anytime and anywhere, the absence of personal experiences and face-to-face interaction may lower their motivation to engage deeply. They may be more inclined to browse or view passively, rather than actively reflecting or participating. Furthermore, digital platforms may be unstable or inaccessible in certain regions, limiting students' access to aesthetic resources.

4.3 Cultural Conflicts in Aesthetic Values

In the context of globalization, cross-cultural communication has increased the opportunities to understand and appreciate the aesthetics of different cultures [14]. However, it may also lead to cultural conflicts and differences in values. Cross-cultural communication brings challenges related to cultural clashes and value differences, and students need to confront and understand the aesthetic differences across cultures [15]. The differences in cross-cultural values and cultural conflicts may cause students to feel alienated and confused when encountering art works from other cultures, even leading to an identity crisis. Without an open mind and cross-cultural sensitivity, students may struggle to appreciate art from other cultures, limiting themselves to their own aesthetic preferences. Furthermore, lacking an understanding and acceptance of multiculturalism, students may find it difficult to find common ground and inspiration from other cultures, and may struggle to engage in meaningful dialogue and exchange with their own cultural background.

4.4 The Impact of Commercial Interests on the Dissemination of Aesthetic Education

On the new media platform, commercial advertising is an indispensable part. However, some advertisements often adopt vulgar and kitsch contents and forms in order to pursue eyeball effects and economic benefits. Content production is often driven by commercial interests, and in order to pursue click-through rates, attention, and revenue, some content producers may cater to market demand and produce low-quality, shallow content. This phenomenon may cause college students to come into contact with a large amount of vulgar and vulgar content in the communication of aesthetic education, thus affecting their aesthetic concepts and values, and this phenomenon has a negative impact on the communication of aesthetic education of college students. These advertisements may convey a wrong aesthetic concept, leading to misunderstanding of college students' cognition and appreciation of beauty. In the era of new media, entertainment content fills the life of college students. Although entertainment content can enrich the spiritual world of college students, excessive pursuit of entertainment and shallow content will lead to the decline of college students' aesthetic ability. Excessive consumption of entertainment content may also make college students ignore the importance of aesthetic education, thus affecting their all-round development. Some college students don't know enough about the importance of aesthetic education. They may pay more attention to entertainment and recreational content, and ignore the importance of aesthetic education for



the overall development of individuals. This phenomenon makes the impact of commercial interests on aesthetic education more serious.

5. Optimization of Aesthetic Education Communication Channels in Universities in the Era of New Media

By analyzing the challenges of aesthetic education in universities in the era of new media, we are prompted to further explore and study the optimization of aesthetic education communication channels in the new era, to construct communication models suitable for the new media age, and to improve the quality of aesthetic education communication for college students.

5.1 Building a Diverse Range of Aesthetic Resources and Platforms

In the era of new media, digitalization is a core communication technology that drives the development of the times. It provides a diverse range of aesthetic resources and platforms, facilitating students' exposure to and understanding of art works in different forms and styles [16]. A variety of digital media platforms can be used to disseminate aesthetic education content, including social media, online course platforms, digital art galleries, etc. Collaboration with art institutions, artists, and cultural organizations can also be established to jointly develop and promote online art education platforms. By integrating resources and efforts, diverse art content and learning opportunities can be made available to students, with more comprehensive and in-depth artistic activities being carried out through cooperation. Through these platforms, schools can offer students a wealth of art works, information, and activity recommendations, increasing their choices and participation.

5.2 Enhancing Aesthetic Experience

Aesthetic experience is an important component in the aesthetic education process of college students, which is beneficial to the dissemination of beauty [17]. Based on the construction of diverse aesthetic platforms, social media, online discussion, and interactive platforms can be utilized to encourage students' participation in aesthetic education. Through interactive Q&A, sharing of artworks, online discussions, and other formats, students' interest can be sparked, and communication and interaction can be promoted between students and between students and teachers. At the same time, virtual reality (VR) and augmented reality (AR) experiences can be offered. By integrating virtual reality (VR) and augmented reality (AR) technologies, students can be provided with a more realistic and immersive art experience [18]. Through VR and AR technologies, students can closely observe artworks, visit exhibitions, and engage in art creation, enhancing their perception and understanding of art. Innovative teaching designs can be implemented on digital media platforms, such as utilizing virtual reality and augmented reality technologies to allow students to experience artworks and the creative process firsthand. Through online interactions and personal guidance from artists, students can be encouraged to participate in art creation. Schools can also encourage students to actively participate in art activities, exhibitions, performances, and other live experiences to strengthen their aesthetic perception and interactive abilities.

5.3 Enhancing the Understanding of Aesthetic Culture

Aesthetic culture is a special form of culture and an indispensable part of university aesthetic education. Schools need to guide students to adopt an open mindset, respect diversity, and overcome cross-cultural challenges to promote positive cultural exchange and dialogue. First of all, it guides students to conduct cross-cultural learning and communication, helps them understand the artistic values of different cultures, and cultivates inclusive and open thinking. Secondly, it can guide students' critical thinking and discernment ability. In the face of information overload and conflicting values, schools need to strengthen students' critical thinking skills and ability to discern information. Educating students on how to analyze, evaluate, and filter artistic information will help them distinguish between truth and falsehood, quality and inferiority, and cultivate critical thinking and aesthetic judgment skills.

5.4 Constructing an Aesthetic Education Communication Model

The communication of aesthetic education in universities has its inherent characteristics and laws. To better ensure the precise communication of aesthetic education in universities, constructing an aesthetic education communication model is an effective approach. By studying the features and components of the model, and analyzing the feasibility of its construction, the research on the development of communication models can be promoted.

5.4.1 Characteristics of communication models

In the context of the new media era, the dissemination of aesthetic education in universities should be tailored to the characteristics of college students. First, it should incorporate multi-channel communication. College students in the new media age primarily acquire information through various channels, including social media platforms, mobile apps, and WeChat official accounts. The communication model must cover these channels to ensure the information reaches the target audience broadly. It should include multiple media formats, such as text, images, audio, and video, to meet the diverse aesthetic needs and preferences of college students. Second, the communication model should encourage active participation from students through interactions such as comments, likes, and shares. This can enhance students' understanding and exploration of aesthetic education content, increasing their sense of engagement and belonging. In the educational process, the aesthetic education communication model for college students should balance both educational value and entertainment. The content should convey aesthetic knowledge and ideas while also capturing students' attention, stimulating their interest and creativity. Additionally, considering the aesthetic differences among students, the communication model should offer personalized recommendations, suggesting content based on individual interests, age, gender, and other factors that align with their personal aesthetic preferences. Finally, the communication model should continuously update and improve to keep up with trends and changes in college students' aesthetic demands. Through ongoing refinement and optimization, the effectiveness of communication and student participation can be enhanced.

5.4.2 Elements of a communication model

According to the characteristics of the communication model, it is necessary to consider the factors of constructing the communication model for the aesthetic education of college students in the new media era. The first element is the target group. Clarify the audience of the communication model, namely college students, including their age, gender, interests, media usage habits, etc. Understand the needs and preferences of target groups in order to better meet their aesthetic education needs. The second element is the educational goals. The educational objectives of the communication model need to be identified, such as improving aesthetic literacy, broadening aesthetic perspectives, and cultivating creativity. Clear educational goals will guide the subsequent content strategies and communication methods. The third element is communication channels. It is important to determine the channels and platforms for communication, such as social media platforms, WeChat public accounts, and video-sharing platforms. The choice of communication channels should align with the characteristics of the target group to ensure effective reach and coverage. The fourth element is content strategy. A content strategy should be developed, covering aspects such as content type, theme selection, and presentation formats. The content should be rich, diverse, and relatable, catering to the aesthetic needs and current trends of university students, while also being both educational and engaging. The fifth element is personalized recommendations. A personalized recommendation system should be established, which utilizes users' personal interests and behavioral data to push content that aligns with their aesthetic preferences. This helps enhance the relevance and engagement of the content provided [19]. Personalized recommendations help improve user satisfaction and engagement. The sixth element is the interactive mechanism. Introducing an interactive mechanism encourages user participation and interaction. This can include actions such as commenting, liking, sharing, as well as online and offline interactive activities. These mechanisms increase user involvement with the content and foster a sense of connection and recognition, further enhancing the impact of the aesthetic education model. By incorporating

personalized recommendations and interactive elements, the communication model becomes more responsive to users' preferences and actively engages them in the learning process, thus improving the overall effectiveness of aesthetic education in the new media era [20]. The seventh element is data analysis and optimization. A data analysis system should be established to monitor and analyze the effectiveness of the communication model in real-time. Based on the data feedback, optimizations and improvements can be made in areas such as content, recommendation algorithms, and interactive mechanisms to enhance the communication effect and user participation. The eighth element is continuous improvement and learning. It is important to maintain a continuous improvement mindset and keep learning and applying new technologies and strategies. By staying abreast of the trends in new media development, the communication model can be updated in a timely manner to meet the evolving aesthetic education needs of university students. These elements—target audience, educational goals, communication channels, content strategy, personalized recommendations, interactive mechanisms, data analysis and optimization, and continuous improvement and learning—are interconnected and form a comprehensive and effective communication model. The specific details can be seen in Table 1.

Table 1. Indicators of the Propagation Model.

Model element	Primary indicator	Secondary indicators	tertiary indicators
Educational goal	To enhance college students' understanding and appreciation of different art forms and cultural backgrounds	Deepen college students' understanding of various forms of artistic expression such as painting, music and drama, and cultivate their cross-cultural aesthetic vision.	College students are encouraged to think and explore the relationship between art and culture, and cultivate their ability to think independently and create
Target group	College students are the main audience of the communication model	Both male and female college students are potential audiences and need differentiated content strategies for aesthetic preferences of different genders	Learn about college students' interests, such as art, design, music, etc., in order to provide content that matches their interests
Communication channel	Social media platforms, video-sharing platforms and Wechat public accounts are common channels of communication	Social media platforms include social media A and social media B, through which diverse content dissemination and interaction can be achieved	Video sharing Platform A and Video Sharing Platform B provide rich audio-visual experiences that can be used to share videos and art works.
Content strategy	Create a variety of content shapes	Interpretation and comparison of cultural background	Stories and works shared by artists and creators
Personalized recommendation	Make recommendations based on a user's browsing history and interests	Optimized based on user click preferences and review feedback	Specific personalized operation content
Interaction mechanism	User comment and discussion features	Like, share and collection	Online and offline interactive activities such as questionnaires, offline exhibitions and lectures
Data analysis and optimization	Data analysis to monitor communication effectiveness and user engagement	Optimize content, recommendation algorithms and interaction mechanisms based on data feedback	Specific operation of data analysis
Continuous improvement and learning	Continue to pay attention to the development trend of new media	Learn and apply new techniques and strategies	Update the communication model in time to adapt to the change of the aesthetic education needs of college students

6. Conclusion

In the era of new media, the communication of college aesthetic education is undergoing earth-shaking changes, and the means and methods of communication should be changed to adapt to the development of the times. The strategy development of university aesthetic education communication should keep up with the trend of the new media era and the needs of students combine various forms and platforms of new media to carry out content communication, increase students' participation, encourage interdisciplinary education, and pay attention to sustainability and timeliness.

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