

# Exploration and Practice of Integrating Business Education with Aesthetic Education in Local Business University

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**Abstract:** This paper explores how local business University can achieve the organic integration of business education and aesthetic education through the “He Ming Project” in the context of the new era. Taking Wuhan Business University as a case study, it provides a detailed analysis of the institution's specific practices and outcomes in curriculum development, activity implementation, organizational platform construction, and exhibition platform expansion. The research reveals that systematic and modular design and implementation can effectively enhance students' comprehensive qualities and promote their all-round development. This paper offers valuable insights and reference points for other business institutions.

**Keywords:** Business Education; Aesthetic Education; Integrated Development; He Ming Project; Comprehensive Quality Education

## 1. Introduction

In recent years, the state has issued relevant documents on aesthetic education. The Ministry of Education's Notice on Comprehensively Implementing the School Aesthetic Education Immersion Initiative emphasizes integrating aesthetic education into all aspects of teaching and learning activities[1]. This approach aims to subtly enhance educational effectiveness, elevate aesthetic literacy, cultivate noble sentiments, nurture the spirit, and stimulate innovative vitality. Ultimately, it seeks to cultivate high-caliber builders and successors who are well-rounded in moral, intellectual, physical, aesthetic, and labor education. With China's rapid economic development and continuous industrial upgrading, business education has gained increasing prominence in higher education. However, traditional business education often prioritizes theoretical knowledge and professional skill development while neglecting the enhancement of students' comprehensive qualities, particularly the absence

of aesthetic education. Aesthetic education not only enriches students' spiritual world but also enhances their aesthetic abilities and creativity, playing a vital role in cultivating business professionals with innovative spirit and well-rounded competencies[2,3].

## 2. Wuhan Business University and “He Ming Project”

Wuhan Business University, as a local business institution, firmly upholds its regional and applied educational positioning. Focusing on modern service industries, it centers its efforts on developing business-oriented curricula and distinguishes itself through industry-education integration, striving to cultivate high-caliber applied talents for regional economic and social development. Actively responding to national initiatives, the university launched the “He Ming Project” in December 2025. This initiative aims to comprehensively enhance students' overall quality through the deep integration of business education and aesthetic education. This paper examines Wuhan Business University's explorations and practices in the integrated development of business education and aesthetic education.

Wuhan Business University's “He Ming Project” fully implements the national education policy, upholds the fundamental mission of fostering virtue through education, and thoroughly advances the spirit of the National Education Conference along with General Secretary's important directives on education. Drawing upon the concept of “integrated development of moral, intellectual, physical, aesthetic, and labor education,” the project establishes a holistic educational model. It aims to guide students in mastering diverse skills, cultivating a positive and optimistic mindset, and driving the comprehensive enhancement of their overall quality.

Wuhan Business University's He Ming Project represents the deep integration of aesthetic education with business education, dedicated to

building a student development system tailored to the characteristics of local business Universities. Operating on an academic-year cycle, the project surveys student needs, centers on courses and activities as core vehicles, strengthens organizational and presentation mechanisms, and comprehensively advances quality education. During their studies, students must achieve the “Five Ones” growth objectives: cultivate an optimistic and sincere character, master a set of investment and financial management methods, develop a passion for a recreational sport, enhance an artistic appreciation skill, and learn a practical life skill. By systematically achieving these Five Ones, the program guides students toward balanced development across moral cultivation, professional competence, physical and mental well-being, aesthetic sensibility, and practical life skills. It focuses on nurturing versatile, application-oriented business talents who possess both solid business knowledge and practical abilities, as well as refined aesthetic sensibilities and sound character. This initiative cultivates high-caliber builders for regional economic and social development, embodying the principles of “business success through diligence” and “aesthetic education enriching the soul.”

### **3. Pathways for the Integrated Development of Business Education and Aesthetic Education**

#### **3.1 Launching a Series of Signature Courses**

Building upon its existing curriculum framework, Wuhan Business University has curated a selection of popular and engaging courses already offered to form the distinctive course repository of the “He Ming Project.” These courses not only cover business-related expertise but also span diverse fields including music, sports, fine arts, literature, history, and the arts. Additionally, by inviting external mentors to participate in flexible, dynamic learning forums such as the “ZhiYuan Forum,” “General Education Lecture Series,” and “Chinese Classics Mini-Courses,” the university addresses students' diverse interests and developmental needs. These courses employ blended online-offline teaching methods, incorporating case studies, hands-on practice, and group presentations. This approach ensures systematic knowledge transfer while stimulating students'

proactive exploration of integrating aesthetic education with business studies.

#### **3.2 Developing Premium Project Series**

The university has progressively established a series of premium projects, including campus cultural festivals such as the “Knowledge-Action Initiative,” “Business Ethics Culture Month,” “Mental Health Education Month,” and “New Maple Reading Festival.” Faculties are encouraged to develop premium projects based on their disciplinary attributes and professional characteristics. These initiatives deepen the substance of existing programs while innovating activity formats, creating a significant “Wild geese-like” brand effect for the He Ming Project.

#### **3.3 Establishing a Four-Tier Educational Framework**

The university has deeply integrated the “Five Ones” objectives into the smallest units of student daily life and all organizational levels, forming a four-tier educational framework: “Model Dormitories—Distinctive Classrooms—Club Organizations—Community Groups.” Each tier has clear goals and tasks to ensure effective implementation of the “Five Ones” objectives.

#### **3.4 Expanding Project Influence**

To systematically showcase student development outcomes, the school established the He Ming Project digital platform. This platform integrates all program information, enabling continuous tracking, visual presentation, and intelligent analysis of student growth trajectories and achievements. Concurrently, the school's official website features the “He Ming Highlights” section, categorizing outstanding student works and activity records under five modules: moral, intellectual, physical, aesthetic, and labor education.

Beyond establishing online platforms, the school also prioritizes creating physical exhibition spaces. Display areas showcasing the achievements of the He Ming Project have been set up in public spaces such as the campus library and art galleries. These spaces regularly feature students' artistic accomplishments—including calligraphy, painting, design, and handicrafts—allowing faculty and students to experience the charm of art and witness student growth up close during their daily academic lives. Furthermore, the

university actively organizes student participation in diverse aesthetic education competitions and performances at various levels, including the National University Student Art Festival and provincial-level subject contests, providing students with extensive external platforms for showcasing their talents. Through these multifaceted display channels, the project not only comprehensively demonstrates its remarkable effectiveness in enhancing students' aesthetic literacy and comprehensive abilities but also significantly amplifies its social influence and outreach. This enables broader recognition of the unique practices and fruitful achievements in aesthetic education within business-focused institutions[4].

#### **4. Specific Practices and Achievements at Wuhan Business University**

##### **4.1 Curriculum Development and Teaching Reform**

Wuhan Business University has enriched students' learning options and activity participation choices by selecting and adding a new batch of distinctive courses focused on the "He Ming Project". In character-building courses, the University offers unique programs such as The World of Martial Arts and Real Life, The Spirit of China's Red Culture, The Psychology of Love, and A Guide to University Life. "These distinctive offerings help students cultivate sound character and noble virtues. Investment and financial management courses have also been expanded with additions like "Financial Literacy, Personal Financial Planning and Investment Basics," and "Introduction to Investment Management." These courses help students develop sound wealth management concepts, master practical financial skills, and lay a solid economic foundation for their future lives. Sports courses like Yoga, Physical Training, and Physical Education have been added to guide students in engaging in dynamic activities beyond their rigorous studies. These courses enable them to enjoy the joy and health benefits of exercise while building robust physical strength. Furthermore, to enhance artistic appreciation, we offer courses in appreciating various Chinese and Western music and instruments, alongside Chinese art appreciation courses covering calligraphy, poetry, illustration, and Gu Qin. These integrate aesthetic principles with business contexts. The

school has also innovatively introduced local intangible cultural heritage (ICH) practice courses like Paper-Cutting Art and Embroidery, inviting students to explore the world of ICH and experience its unique charm firsthand[5]. Through these hands-on activities, students gain a deeper understanding of traditional cultural essence and discover the boundless possibilities of artistic creation, thereby igniting their passion and inspiration for artistic expression. Furthermore, in cultivating practical life skills, we teach courses in color coordination, posture and etiquette, nutritional dietetics, data-driven office skills, and tourism techniques. These courses are closely aligned with students' future career development and daily needs, deeply integrating theoretical knowledge with practical application. For instance, the color coordination course not only explains color theory and trends but also guides students in practicing harmonious color matching for clothing and environments based on different business settings and personal temperaments[6]. The posture and etiquette course helps students cultivate a professional and appropriate personal image through standard posture training and simulated business interaction etiquette scenarios. Nutrition and Dietary courses combine modern nutritional science to teach students how to develop scientifically sound meal plans tailored to individual needs and master basic cooking techniques. Data Office courses focus on cultivating students' ability to use office software like Excel for data processing, chart creation, and analysis, thereby enhancing workplace efficiency. Tourism Skills courses cover practical content such as travel planning, emergency response, and video editing, supporting students in broadening their horizons and improving their quality of life.

Through the implementation of the "Five Ones" curriculum, Wuhan Business University has further refined the course system of its "He Ming Project." This enables students to acquire not only specialized knowledge but also comprehensive skills necessary for adapting to societal development and personal life, achieving a holistic enhancement of knowledge, abilities, and literacy. This approach aligns with the educational policy of promoting the "Five Educations" (moral, intellectual, physical, aesthetic, and labor education) and vividly demonstrates the University's deepening commitment to curriculum development and

teaching reform. Concurrently, the university has established a robust course evaluation mechanism. Utilizing multi-dimensional metrics—including student feedback, peer review, and assessments from social enterprises—it dynamically monitors and continuously refines course quality. This ensures curriculum content remains closely aligned with industry trends and societal demands, laying a solid foundation for cultivating high-caliber, application-oriented business professionals[7].

#### **4.2 Activity Implementation and Brand Development**

Building upon its distinguished traditional programs, the school continuously innovates activity formats to create a series of premium initiatives. For instance, it established “He Ming Day,” during which all classes are suspended for one day to concentrate on diverse “He Ming Project” educational activities. These showcase students' comprehensive competencies, culminating in the selection of “He Ming Stars” to recognize exemplary role models.

On He Ming's Day, students freely select experiential activities aligned with their interests and developmental needs, spanning dimensions such as art appreciation, cultural immersion, social practice, and athletic competition. Through diverse formats and rich content, this initiative provides a broad platform for aesthetic education practice, effectively integrating business education with aesthetic cultivation. Additionally, leveraging the “one-stop” student community and counselor studios, a series of branded activities were developed. These initiatives not only enhanced students' aesthetic literacy and innovative capabilities but also expanded the brand influence of the “He Ming Project” through campus website, social media, and external media coverage, establishing it as a distinctive feature of the university's integrated business and aesthetic education.

#### **4.3 Organizational Platform Development and Collaborative Education**

Wuhan Business University has established a four-tier educational framework to deliver comprehensive, multi-level student development. From organizing “Most Beautiful Dormitory” competitions to creating aesthetic corners in classrooms, hosting themed class meetings, and facilitating collective creative projects, aesthetic elements permeate every detail of daily life. This

approach integrates aesthetic principles into class management and academic culture building, fostering a unique classroom aesthetic atmosphere. From diverse aesthetic education-focused clubs like “Student Organizations” to “Community Networks,” the University breaks campus boundaries, extending educational reach to surrounding communities[8]. This approach synergistically enhances both individual aesthetic literacy and social responsibility. These four interconnected tiers of education form a progressive, multi-dimensional network covering all aspects of student life, ensuring the educational objectives of the He Ming Project are concretely implemented and vividly embodied at every organizational level[9].

#### **4.4 Exhibition Platform Development and Enhanced Social Reputation**

Through establishing the He Ming Project digital platform and online/offline exhibition spaces, Wuhan Business University systematically showcases student development achievements. For instance, leveraging the university's official website, WeChat account, and integrated media matrix for coordinated dissemination, it created the “#Wuhan Business University He Ming Project #” topic across platforms like WeChat, Douyin, and Bilibili to amplify its influence. The annual “Beacon of Youth” student commendation ceremony has become a signature event for the university[10].

#### **5. Conclusion**

Through the implementation of the He Ming Project, Wuhan Business University has achieved remarkable results in integrating business education with aesthetic education. Its systematic and modular design and execution have effectively enhanced students' comprehensive qualities and promoted their all-round development. Moving forward, Wuhan Business University will deepen the implementation of the He Ming Project by further optimizing curriculum design and activity arrangements, strengthening faculty development and resource integration, and advancing the deep integration of business education and aesthetic education. Concurrently, it will provide tangible top-level design and educational experience for select local business University, jointly exploring new models of business education tailored to regional and

applied contexts.

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