



Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College  
in Anhui Province

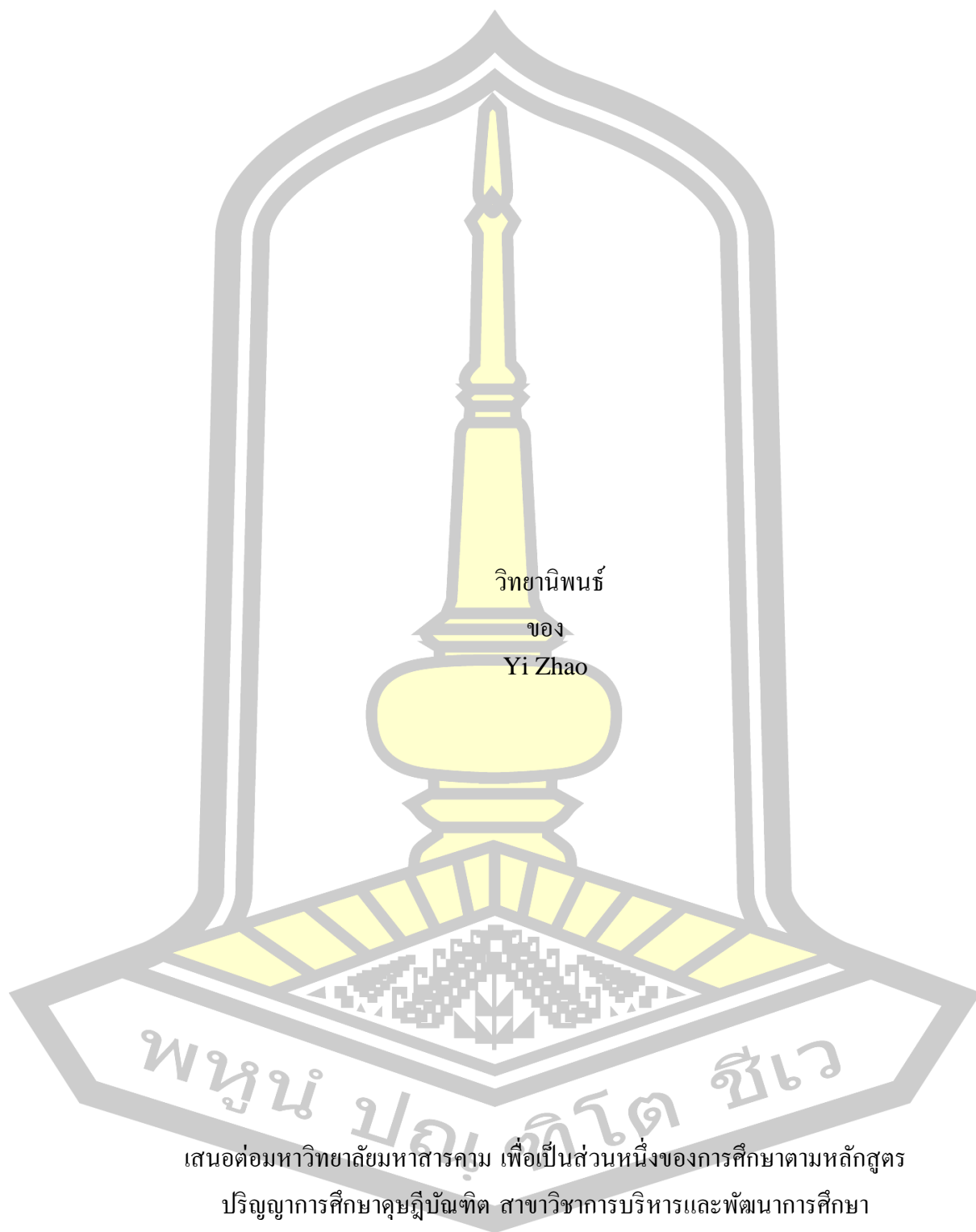
Yi Zhao

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Doctor of Education in Educational Administration and Development

April 2025

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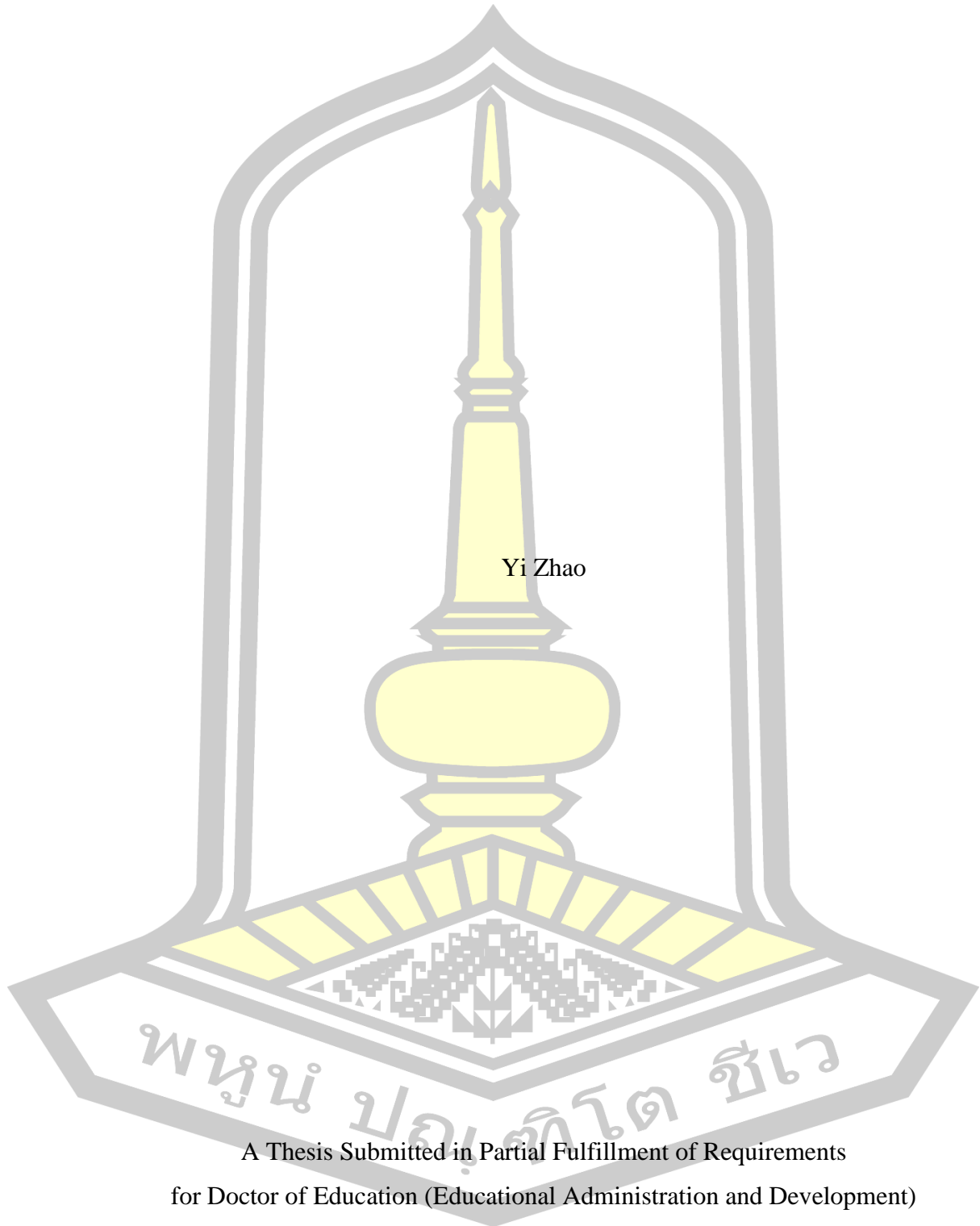
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Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College  
in Anhui Province



Yi Zhao

A Thesis Submitted in Partial Fulfillment of Requirements  
for Doctor of Education (Educational Administration and Development)

April 2025

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### ABSTRACT

This research aims to 1) to investigate components of competence of aesthetic teacher in higher vocational college in Anhui province. 2) to explore level of existence condition, desired condition, and the priority needs of competence of aesthetic teacher in higher vocational college in Anhui province. 3) to develop a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province. The research was divided into 3 phases: Phase 1: to investigate the components of competence of aesthetic teacher in higher vocational college in Anhui province, check suitability confirm the elements of teacher competence by 5 experts. Phase 2: to explore of the existence conditions, desired conditions and priority needs of competence of aesthetic teacher in higher vocational college in Anhui province. The sample group is 240 teachers. Phase 3: to develop a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province. In-depth interviews with 5 experts for studying the principles and methods for developing competence of aesthetic teacher and 5 experts for evaluation the suitability and feasibility program to enhance competence of aesthetic teacher. Research instrument consisting of interview form, questionnaire and assessment form. This research used a combination of qualitative and quantitative research methods. Statistics in the research included percentages, means, and standard deviations, and content analysis.

The research results found that:

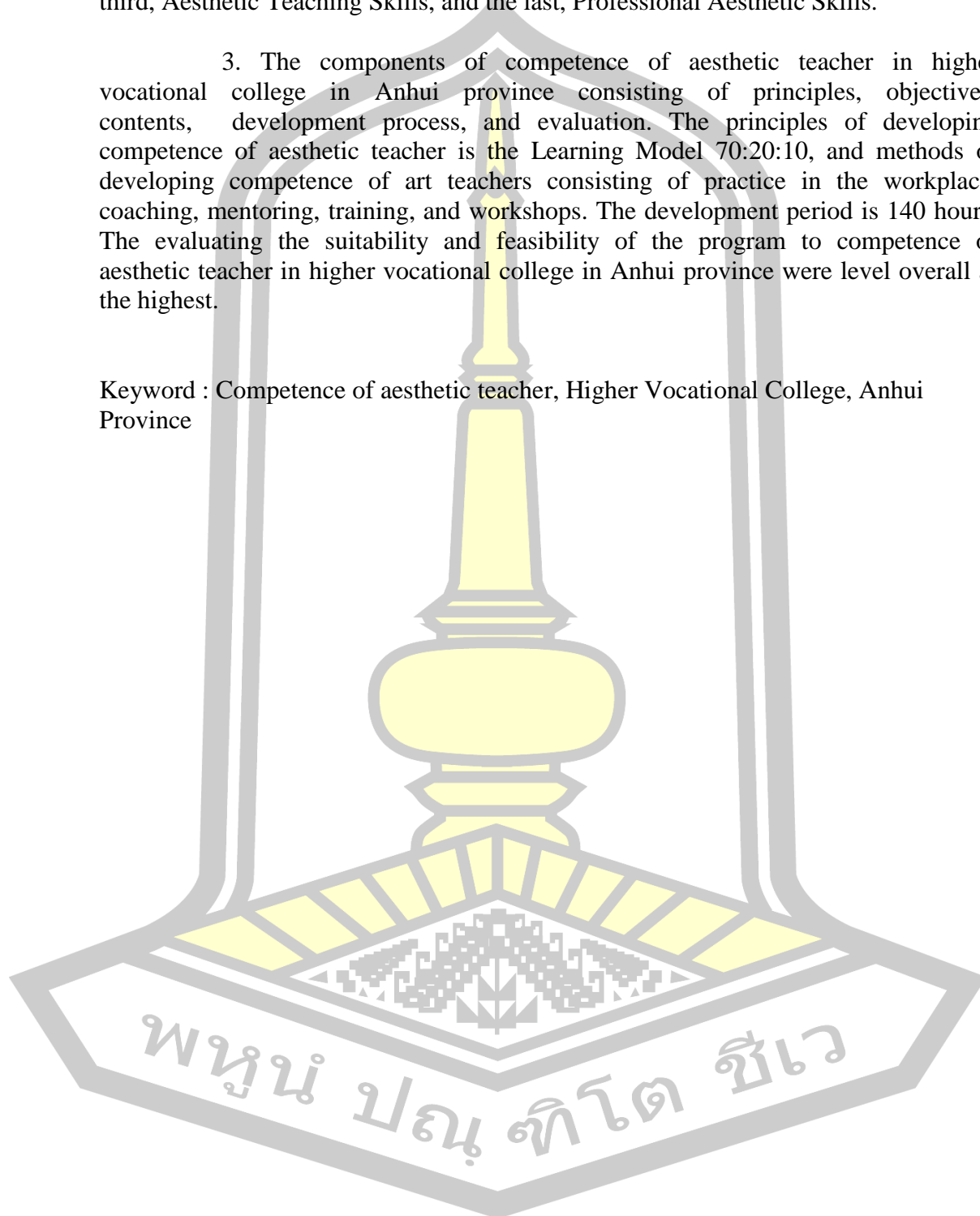
1. The components of competence of competence of aesthetic teacher in higher vocational college in Anhui province consists of : 1) Teacher Knowledge 2) Teaching Skills 3) Professional Skills and 4) Activity Management, and the results of evaluation the suitability components were level overall at the highest.

2. The existence condition of competence of were level overall at the medium. The desired condition of competence of were level overall at the highest.

The priority need index modified (PNImodified), the order of the priority need index modified the first, Activity Management, the second, Aesthetic Knowledge, the third, Aesthetic Teaching Skills, and the last, Professional Aesthetic Skills.

3. The components of competence of aesthetic teacher in higher vocational college in Anhui province consisting of principles, objectives, contents, development process, and evaluation. The principles of developing competence of aesthetic teacher is the Learning Model 70:20:10, and methods of developing competence of art teachers consisting of practice in the workplace, coaching, mentoring, training, and workshops. The development period is 140 hours. The evaluating the suitability and feasibility of the program to competence of aesthetic teacher in higher vocational college in Anhui province were level overall at the highest.

Keyword : Competence of aesthetic teacher, Higher Vocational College, Anhui Province



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## TABLE OF CONTENTS

	<b>Page</b>
ABSTRACT.....	D
ACKNOWLEDGEMENTS.....	F
TABLE OF CONTENTS.....	G
LIST OF TABLES.....	I
LIST OF FIGURES.....	K
CHAPTER I INTRODUCTION.....	1
1. Background.....	1
2. Research Questions.....	7
3. Research Objectives.....	8
4. Research Significance.....	8
5. Scope of Research.....	10
6. Conceptual Framework.....	12
7. Term Definition.....	14
CHAPTER II LITERATURE REVIEW.....	17
1. Competence Theory.....	18
2. Competence of Teacher.....	21
3. Competence of Aesthetic Teacher.....	23
4. Principles and Methods of Teacher Development.....	54
5. Concept and Theory of Program and Program Development.....	85
6. Context of the Aesthetic Education in Higher Vocational College in Anhui province.....	96
7. Related research.....	100
CHAPTER III RESEARCH METHODOLOGY.....	105
1. Phase 1: To investigate the components of competence of aesthetic teacher in higher vocational college in Anhui province.....	106

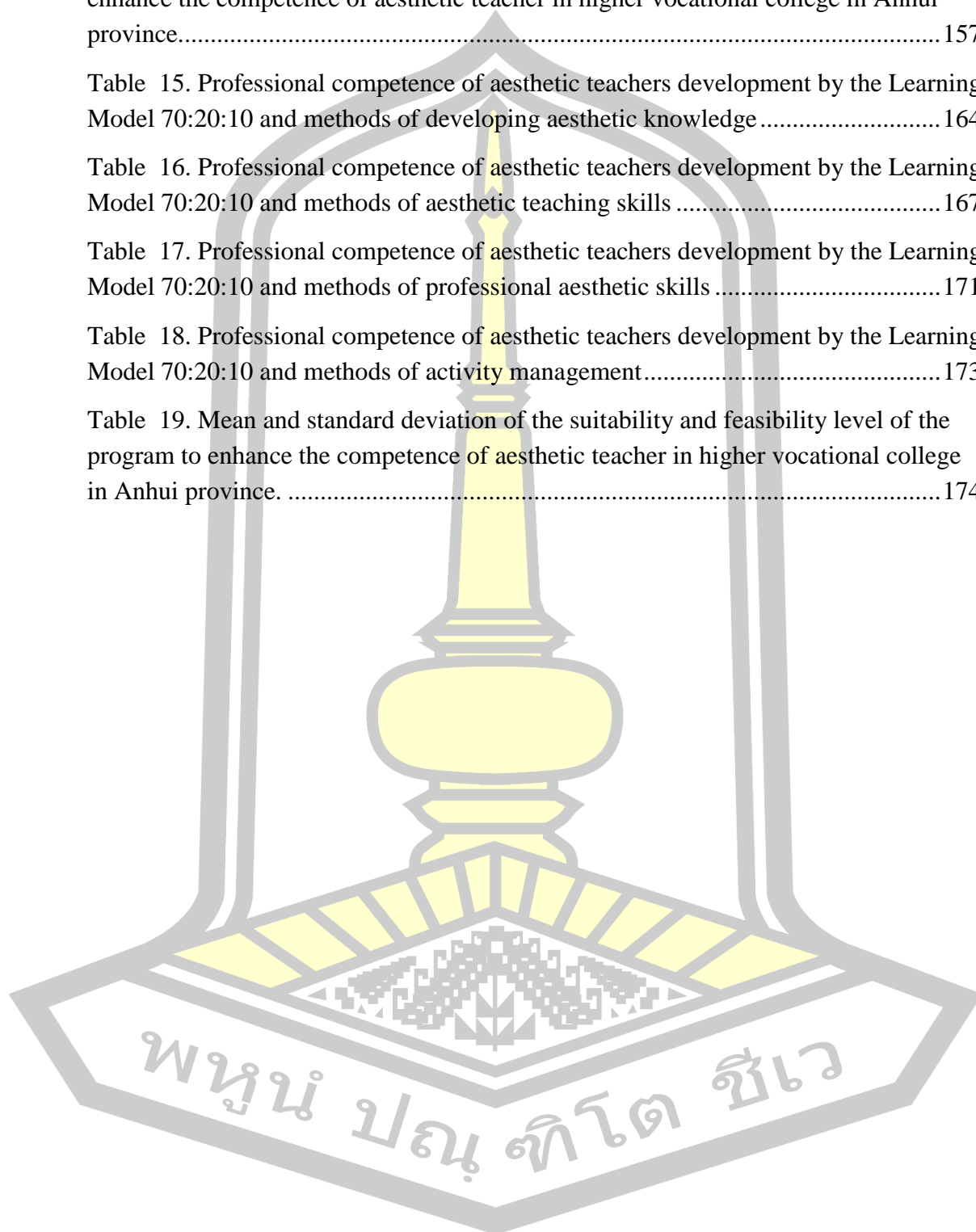
2. Phase 2 To explore level of the existence conditions, desired conditions and priority needs of competence of aesthetic teacher in higher vocational college in Anhui province. ....	109
3. Phase 3: To develop and evaluate a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province. ....	113
CHAPTER IV RESULT OF DATA ANALYSIS .....	118
1. The symbol for data analysis representative .....	118
2. Data analysis sequence .....	118
3. Result of data analysis .....	118
CHAPTER V CONCLUSION.....	177
1. Research Objectives.....	177
2. Research Results .....	177
3. Discussion.....	179
4. Suggestions .....	187
REFERENCES .....	189
APPENDIX.....	200
Appendix I List of Experts .....	200
Appendix II Research Tools .....	204
Appendix III Manual .....	218
Appendix IV Research Tool Evaluation Form .....	239
Appendix V Letter Requesting Assistance .....	243
Appendix VI Expert Interview Photographs .....	262
BIOGRAPHY .....	264

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## LIST OF TABLES

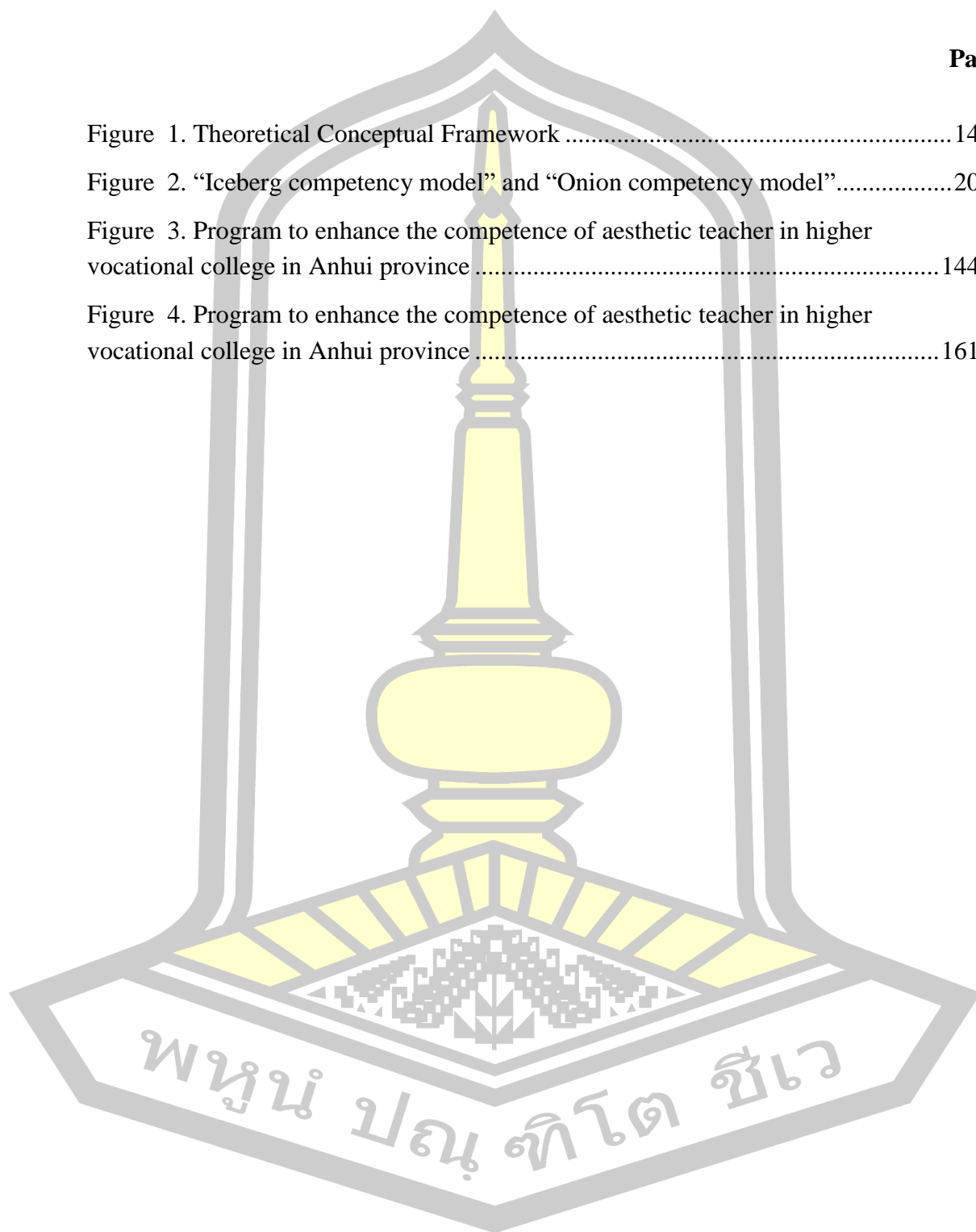
	<b>Page</b>
Table 1. Analyzes the components of competence teacher of aesthetic teacher .....	33
Table 2. Population and Sample .....	110
Table 3. Mean and level of suitability of components of aesthetic teachers' competence in higher vocational college in Anhui province.....	119
Table 4. The existence condition, desire condition and PNImodified of components of competence of aesthetic teacher in higher vocational college in Anhui province. Classified by components. ....	120
Table 5. The existence condition, desire condition and PNImodified of aesthetic teacher competence components in higher vocational colleges in Anhui Province, classified by aesthetic knowledge component items. ....	121
Table 6. The existence condition, desire condition and PNImodified of components of competence of aesthetic teacher in higher vocational college in Anhui province. Classified by items of component of aesthetic teaching skills. ....	122
Table 7. The existence condition, desire condition and PNImodified of components of competence of aesthetic teacher in higher vocational college in Anhui province, classified by items of professional aesthetic skills. ....	125
Table 8. The existence condition, desire condition and PNImodified of components of competence of aesthetic teacher in higher vocational college in Anhui province. Classified by items of component of activity management. ....	127
Table 9. Structure of component, principles, methods and hours of program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province.....	140
Table 10. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of developing aesthetic knowledge .....	147
Table 11. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of developing aesthetic teaching skills .....	150
Table 12. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of developing professional aesthetic skills .....	153
Table 13. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of developing activity management.....	155

Table 14. Structure of component, principles, methods and hours of program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province.....	157
Table 15. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of developing aesthetic knowledge .....	164
Table 16. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of aesthetic teaching skills .....	167
Table 17. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of professional aesthetic skills .....	171
Table 18. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of activity management.....	173
Table 19. Mean and standard deviation of the suitability and feasibility level of the program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province. ....	174



## LIST OF FIGURES

	<b>Page</b>
Figure 1. Theoretical Conceptual Framework .....	14
Figure 2. “Iceberg competency model” and “Onion competency model” .....	20
Figure 3. Program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province .....	144
Figure 4. Program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province .....	161



# CHAPTER I

## INTRODUCTION

### 1. Background

The term competency was first put forward by the famous American psychologist McClelland in the article “Test competency but not intelligence” in published in 1973.(McClelland, David C,1973) Therefore, the research and practice of this theory have set off the wind of competence research in the world. McClelland’s ability is the sum of abilities, knowledge, skills, personality, or characteristics related to or similar to personal work performance or major innovative products in his life. He thinks, accurate prediction in complex work and life in the top position of staff performance, the paper can not only rely on the traditional paper intelligence test, or acquisition and evaluation, and sexual orientation test, should be from a more practical perspective, on the basis of first-hand materials, through the staff work actual consideration, to really determine the performance of personal conditions and behavior characteristics of discovery and mining, through professional testing and measurement and correction, and improve organizational efficiency and career success, help employees to the peak of life. Later, when scholars studied this theory, it was divided into three branches: “behavior view”, “characteristic view” and “comprehensive view”, which were elaborated from their own perspectives. Among them, the “characteristic view” is more representative and is often used in various fields.(Hu yuexing,2012) According to this theory, ability is a potential characteristic of a person. All individual characteristics as long as good performance and ordinary performance can be defined as competence.

The representative of the theory of scholars Boyatzis also put forward the “Iceberg Theory”, the competence is composed of five levels, like the surface of the iceberg, part of the quality appeared above the surface of the iceberg, easy to be found, measurement and observation, also easy to be imitated, this part of the competence only experience targeted training can get, called explicit competence. What determines this iceberg is the hidden part below the water surface, which is the key factor in making the distinction between the average performers and the best

performers. It includes value, standards, morality, traits, and so on, unlike the dominant part, which can be obtained by imitation and training alone. And it is also very difficult to observe and measure, so it is difficult to make an appropriate evaluation and change to it.

Teachers are the ultimate implementer of education work, which directly affects the quality of education and teaching and the growth of students. The same is true for aesthetic education work. In addition to the need to strengthen and improve the policies, mechanisms, environment and specific conditions, the establishment of a qualified aesthetic education teachers is the final guarantee for the implementation of aesthetic education work and improve the teaching quality of aesthetic education work. Thus, developing the competence of aesthetic teacher is very important. (Du Wei,2021)

For school aesthetic education, aesthetic education teachers mainly refer to the teachers who are responsible for the art education courses aiming at improving the students 'aesthetic and humanistic quality, such as those who undertake the teaching of music, fine arts, literature, dance, comprehensive art and other courses and the guidance of students' art associations. The main body of aesthetic education teaching is art course teaching, because art is the most concentrated and typical form of aesthetic activities, students mainly develop aesthetic appreciation and humanistic qualities through learning art, and art course is undoubtedly the main channel for the implementation of aesthetic education teaching. Although social aesthetic education is not completely carried out in the form of school art courses, art teaching is still the most basic and feasible way, and it still needs art teachers who understand aesthetic education and can educate people.

Du Wei(2022) believes that aesthetic education teachers should master the skills of an art and the language of expression, including interpretation, creation skills and artistic language. Because of this, aesthetic education teachers in schools facing everyone must have a certain level of artistic skills, including creation (including creation and adaptation) or performance skills. Aesthetic education teachers have a skill in art, which is not only helpful to carry out teaching, demonstrate for students and organize art activities, but also can arouse students' interest in art. The teaching of art skills for all students is mainly to help students develop interest in art, and more

importantly, to help students master a unique language of art, so that they can go deep into art, accept the infiltration of excellent art, and understand the aesthetic and humanistic essence of excellent art works.

The importance of competence of aesthetic teacher includes these aspects:

**Improved student outcomes:** Competent aesthetic teachers directly impact student learning. By enhancing their own skills and knowledge, aesthetic teachers can provide better instruction, more personalized guidance, and a richer learning experience. This results in students who are more skilled, creative, and confident in their artistic abilities.

**Adapting to new trends:** The aesthetic education are constantly evolving, with new techniques, technologies, and cultural influences shaping the field. By enhancing their competence, aesthetic teachers stay current with these changes, ensuring they teach students the most up-to-date practices, tools, and trends. This is particularly important in fields like digital arts, music production, and performance.

**Promoting lifelong learning:** aesthetic teachers who actively work on enhancing their own competence model the value of continuous learning to their students. When teachers are lifelong learners themselves, they instill a mindset of growth and development in their students, encouraging them to pursue improvement and exploration in their own artistic practices.

**Increased professional confidence:** Aesthetic teachers who continually work on enhancing their skills tend to have higher professional confidence. This can make them more effective in the classroom, as they feel more capable of tackling challenges, answering questions, and handling diverse classroom situations. This confidence can be contagious, creating a more positive and engaging learning environment for students.

**Greater engagement and motivation:** Aesthetic teachers who are competent and passionate about their subject matter are better equipped to engage and inspire students. When teachers enhance their own expertise, they bring fresh ideas, enthusiasm, and energy into their teaching, making lessons more engaging and motivating for students.

**Encouraging innovation and creativity:** An enhanced level of competence allows aesthetic teachers to be more innovative in their teaching methods. They can

experiment with different approaches, incorporate new tools and technologies, and encourage creative thinking in the classroom. This leads to a more dynamic and stimulating environment where students can thrive.

**Fostering inclusivity and diversity:** Enhanced competence allows aesthetic teachers to understand and incorporate diverse perspectives and art forms, making their teaching more inclusive. They can be more sensitive to the different backgrounds, cultures, and experiences of their students, ensuring that all students feel represented and valued in their artistic journey.

**Building stronger student-teacher relationships:** Competence also improves the aesthetic teacher's ability to offer constructive feedback and mentorship. By becoming better at understanding students' strengths and areas for improvement, teachers can provide more personalized and supportive guidance, which strengthens the bond between teacher and student and helps students grow.

**Enhancing career opportunities:** Teachers who actively seek to enhance their competence open up opportunities for their own professional growth. This can include advancing in their teaching careers, gaining recognition in the field, or even taking on leadership roles in education or the arts. As they improve, they become role models for students and peers alike.

**Improved classroom management:** Aesthetic teachers with higher competence can also handle classroom dynamics better. They know how to engage all students, manage challenges, and maintain a productive and creative environment. This helps reduce disruptions and allows students to focus on their artistic work.

In recent years, China's "art teacher education" has trained a large number of ordinary art teachers, which provides an important support for the development of aesthetic education in schools. However, because there has been no relatively independent "aesthetic education" subject in China, there are still many problems in the development of competence of aesthetic education teachers, which affect the implementation of aesthetic education, mainly manifested in the following three aspects.

First of all, the professionalism is not strong. The "professionalism" mentioned here refers to the professionalism of aesthetic education teachers. The "major" here does not only mean the professional knowledge and ability of

mathematics, Chinese, music, art and other disciplines, but also the professional knowledge and ability required by education and teaching. Teacher education should cultivate the compound knowledge and ability required by teachers. From the current situation, the curriculum system of music education, dance education and art education is not much different from that of professional art education, and there are still too few courses specifically for school aesthetic education teaching and students' extracurricular art activities. Students of these majors generally have the problems of little understanding of the nature and characteristics of aesthetic education and the teaching methods of aesthetic education courses, and not deep cognition, and few are qualified for the teaching of aesthetic education courses after graduation. Some professional art colleges and universities lack special courses to introduce and study art education courses, teaching materials and teaching methods in primary and secondary schools.(Li Jing, 2021)

Secondly, in the art normal education, the humanities courses and the aesthetic education courses are very weak. Influenced by the curriculum system of professional art education, the curriculum of "history theory" in art normal education is generally not valued, and there is almost no aesthetic and aesthetic education theory courses. The graduates of these majors do not have a strong humanistic understanding of art, weak cultural perception of art, the ability to interpret the meaning and analyze the structure of classic art works and the value evaluation of current art and cultural phenomena need to be improved, which are exactly the "basic skills" that aesthetic education teachers in schools must have. As a teacher, we should not only know how, but more importantly, know why. In addition to painting, an art teacher should also be able to tell the beauty of a famous work and guide students to experience and understand the work, which requires the knowledge and ability needed for theoretical analysis and value evaluation, otherwise it is difficult to be competent for the aesthetic education task of "aesthetic education" and "cultural person".(Jiang Yucen, 2023)

Thirdly, due to the lack of subject support, the teaching and scientific research level of aesthetic education teacher education is not high enough. Art normal education is a multi-disciplinary professional field. Only by establishing the discipline of aesthetic education can the normal art education in China achieve considerable development. Aesthetic education is an application-oriented subject of aesthetics, art

and pedagogy. Its knowledge system not only includes the nature and characteristics of aesthetic education, the form and scope of aesthetic education, the methodology of aesthetic education, the composition and cultivation of students' aesthetic core accomplishment, the stage characteristics of students' aesthetic development, as well as the characteristics, rules and teaching methods of various main art courses of aesthetic education. Because aesthetic education belongs to interdisciplinary disciplines, requiring the cooperation of aesthetics, pedagogy and art disciplines, the discipline construction of aesthetic education needs more strong support from all aspects. At present, the teacher education corresponding to the courses of mathematics, physics, chemistry, politics, history and physical education is basically supported by university disciplines, and only a small number of education and teaching fields such as aesthetic education are not supported by corresponding disciplines. It is precisely because of the lack of discipline support, fewer teachers specialize in the teaching and research of aesthetic education, normal art education is still in the state of several disciplines, and the discipline construction of aesthetic education should be put on the agenda as soon as possible. (Du Wei,2021)

There is an urgency to develop a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

The development of this program will help the higher vocational colleges in Anhui province to clarify the goal of aesthetic teachers' competence development and the specific direction and standard needed for improving the competence of aesthetic teachers. This helps to maintain the consistency of Anhui province and aesthetic teachers in the direction of the program implementation process, and reduce the possibility of deviation from the goal.

Through the development of the program, the higher vocational colleges in Anhui province can comprehensively consider the various resources needed to improve the competence of aesthetic teachers, including funding, human resource and time, and make reasonable allocation and arrangement. This helps to ensure that the program is fully supported during implementation, thus improving program success and effectiveness.

To formulate and implement the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province is the key component and

support of the reform and development of aesthetic education This will help to enhance the professional competence and teaching skills of aesthetic teachers in Anhui province, provide stronger support for the guarantee of students' comprehensive development, promote the deepening of aesthetic education reform in higher vocational colleges in Anhui Province, and promote the sustainable development and progress of aesthetic education in higher vocational colleges in Anhui province.

Therefore, developing the competence of aesthetic teachers in Anhui higher vocational colleges is crucial to the development of aesthetic education. Implementing a well-designed competency development program will bring many benefits, enabling teachers to keep up with new trends and technologies in the arts, such as digital art and performance skills, and adapt teaching methods accordingly. By enhancing their competence, aesthetic education teachers can create a more attractive, creative and inclusive learning environment for students. Furthermore, the teachers who have high competence will better guide students in appreciation and understanding of art, promote the overall education and personal development. Anhui needs a special and comprehensive plan to solve the key challenges such as the shortage of the current curriculum, insufficient attention to the humanities and aesthetic education theory, and insufficient support for the aesthetic education discipline. Addressing these challenges through a structured program can ensure that aesthetic education teachers have the practical and theoretical knowledge needed for effective teaching.

## **2. Research Questions**

This research has three questions, these are:

1. What are components of competence of aesthetic teacher in higher vocational college in Anhui province?
2. How are level of existence condition, desired condition, and the priority needs of competence of aesthetic teacher in higher vocational college in Anhui province?
3. What kind of a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province is like?

### 3. Research Objectives

This research has three objectives, as follows:

1. To investigate components of competence of aesthetic teacher in higher vocational college in Anhui province.
2. To explore level of existence condition, desired condition, and the priority needs of competence of aesthetic teacher in higher vocational college in Anhui province.
3. To develop and evaluate a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

### 4. Research Significance

As one of the important implementation contents in the process of education stage, aesthetic education plays a vital role in the link of “cultivating all-round development people”. This study aims to develop a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province, and contributes some practical theoretical basis to the development path of aesthetic education. Therefore, this paper has research significance on the practice of aesthetic education in higher vocational colleges.

#### 1. Theoretical significance

1) Based on the theories of pedagogy, educational psychology, management and so on, this study comprehensively uses various methods to explore the competence of teachers applicable to aesthetic education teachers, and provides a new idea for the systematic research on the competence of aesthetic teacher in higher vocational college in Anhui province in the new era.

2) This study discusses competence of aesthetic teacher in higher vocational college and enriches the existing theory and knowledge system of teachers' competence.

3) This study defines the competency elements of higher vocational aesthetic education teachers, and provides a theoretical basis for the reform of the training and selection mode of qualified aesthetic teacher in higher vocational college.

4) Combined with the post characteristics of aesthetic education teachers, this study determines the competency characteristics and high performance characteristics

of qualified higher vocational aesthetic education teachers, which is conducive to the scientific performance evaluation of higher vocational aesthetic education teachers and the formation of competency standards.

## 2. Practical significance

Aesthetic education teachers are the main implementer of school aesthetic education, through the study of music, fine arts, dance, calligraphy, improve students' aesthetic consciousness and appreciation ability, appreciate and practice the works to infect them, touch their minds and sublimate their spiritual state. Aesthetic education teachers should carry out aesthetic education, sentiment education and spiritual education to the students. They undertake the responsibility of cultivating high-quality talents with lofty aesthetic pursuit and noble personality cultivation, and their competence plays an indispensable role in the growth of teachers and the development of students.

1) The competency of aesthetic education teachers is an important link in the development of their professional ability. The fact that aesthetic education teachers have more perfect competence means that they can accurately convey the knowledge and skills contained in aesthetic education to students, can select students at the right time, and make the comprehensive quality of students fully improved in the process of aesthetic education practice, so as to realize the self-construction of professional ability and be recognized by the society.

2) The competency of aesthetic education teachers is conducive to students' all-round development. The new era has derived many social demands, which have put forward higher requirements for the quality of education and the cultivation of high-quality talents. Only when higher vocational aesthetic education teachers have certain competence can they implement high-quality teaching and cultivate high-quality talents with lofty aesthetic pursuit and noble personality cultivation. Therefore, it is of great significance to improve the competence of teachers in higher vocational aesthetic education to cultivate future talents in the new era and realize the beautiful vision of aesthetic education.

## 3. Future research

At present, scholars have little research on competence of aesthetic teacher. This research makes in-depth investigation and research on competence of aesthetic

teacher from the perspective of combining aesthetic education and education management theory in higher vocational colleges. At present, there is not enough research on and no field investigation on competence of aesthetic teacher in higher vocational college. This research will deeply investigate the work of aesthetic education in higher vocational colleges in Anhui Province to learn more about the competence of aesthetic teacher. On the basis of relevant theories and research, it is trying to make an empirical study of aesthetic education practice from the situation of competence of aesthetic teacher in higher vocational college in Anhui province, combined with the current situation of aesthetic education domestic colleges and universities, in order to build a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province, and provide experience for other higher vocational colleges.

## **5. Scope of Research**

### **1. Scope of contents**

#### **1.1 Components of Competence of Aesthetic Teacher**

From the study and synthesis of documents by various academics, the competence of aesthetic teacher includes 4 components:

- 1.1.1 Aesthetic Knowledge
- 1.1.2 Aesthetic Teaching Skills
- 1.1.3 Professional Aesthetic Skills
- 1.1.4 Activity Management

#### **1.2 Principles and methods of teacher development**

From the study and synthesis of documents from academics and educators. It consists of 3 important learning principles:

- 1.2.1 70% experiential learning. The method of development is practice in workplace.
- 1.2.2 20% Learning from others. There are the methods of development, including coaching and mentoring.
- 1.2.3 10% Learning through the curriculum. There are the methods of development, including training and workshop.

1.3 Components of program. The researcher has studied various documents. The components of the program include:

- 1.3.1 Principles
- 1.3.2 Objectives
- 1.3.3 Content
- 1.3.4 Development process
- 1.3.5 Evaluation program

1.4 The procedures of the program development to enhance the competence of aesthetic teacher in higher vocational college in Anhui province with the following steps:

- 1.4.1 Study the need to be develop program.
- 1.4.2 Study the current conditions and desired conditions for competence development.
- 1.4.3 Development program.
- 1.4.4 Evaluate the suitability and feasibility of the program.

## **2. Scope of population and sample**

**Phase 1** To investigate the components of competence of aesthetic teacher in higher vocational college in Anhui province.

Experts 5 persons consisting of academics, educators, and principals, evaluating the suitability components of competence of aesthetic teacher in higher vocational college in Anhui province.

**Phase 2** To explore level of the existence conditions, desired conditions and priority needs of competence of aesthetic teacher in higher vocational college in Anhui province.

1) Population includes aesthetic educational institution administrators and teachers in Anhui province, including educational institution administrators and teachers: 600 people.

2) The sample group includes aesthetic educational institution administrators and aesthetic teachers in Anhui province, by comparing the total population with the prepared table of Krejcie and Morgan (1978) and using the stratified random sampling technique (Stratified Random Sampling Technique) to

classify according to Job attribute, calculating the sample. In each layer then use simple random sampling to get the sample. This resulted in a sample 240.

**Phase 3** To develop and evaluate a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

1) Experts 5 persons consisting of academics, educators, and principals, by in-depth interviews about the principles and methods for developing the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

2) Experts 5 persons consisting of academics, educators, and principals, evaluation the suitability and feasibility of program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province.

## 6. Conceptual Framework

In this research, the researcher documents from various academics related to competence of aesthetic teacher were studied. Program elements competence development model changes and the process of developing competence of aesthetic teacher to serve as a conceptual framework for research as follows:

1. Conceptual framework for the components of competence of aesthetic teachers

The study and synthesis of documents by academics including Wang Xin (2013), Du Wei (2022), Xie Chenlu (2022), Liu Jingyi (2022), components of aesthetic teacher competence consists of 4 components: 1) Aesthetic Knowledge, 2) Aesthetic Teaching Skills, 3) Professional Aesthetic Skills, and 4) Activity Management.

2. Principles of competence of aesthetic teacher development by the Learning Model 70:20:10

The study and synthesis of documents from academics and educators, the concept of 70:20:10 learning is Huang Hui(2018) consists of 3 important learning principles: 1) 70% learning from experience, 2) 20% learning from others, and 3) 10% learning through the curriculum.

3. Methods to competence of aesthetic teacher development

The study conceptual from Buckingham and Goodall (2015), Danai Thianput (1998), Busaya Weerakul (2015), Aporn Phuwittayaphan (2016), Patchara Wanitchawasin (2017), Somkid Bangmo (2004) the researcher can conclude that principles used in developing aesthetic teacher competence come in 5 forms: 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop.

#### 4. Components of the program to enhance competence of aesthetic teacher

The researcher studied documents from Popper and Lipshitz (1993), Goleman (2000), Leskiw and Singh (2007), Bailey and Clarke (2006), Lamoureux (2008), Dubrin (2010), Horwitz (2010), Yukl (2010). In conclusion, the program was the following elements: 1) Principles 2) Objectives 3) Content 4) Development process 5) Evaluation program.

#### 5. Process of developing a program to enhance competence of aesthetic teacher in Anhui province

The researcher studied documents from Popper and Lipshitz (1993), Goleman (2000), Leskiw and Singh (2007), Bailey and Clarke (2006), Lamoureux (2008), Dubrin (2010), Horwitz (2010), Yukl (2010). In conclusion, the program has the following processes: 1) Study the components of aesthetic teachers competence. 2) Study the current conditions, desired conditions and the priority needs for aesthetic teachers competence development. 3) Create a program to enhance competence of aesthetic teacher in Anhui province. 4) Evaluate the suitability and feasibility of the program to enhance competence of aesthetic teacher in Anhui province.

The researcher conducted a study and summarized it into a conceptual framework in researching as shown in Figure 1.

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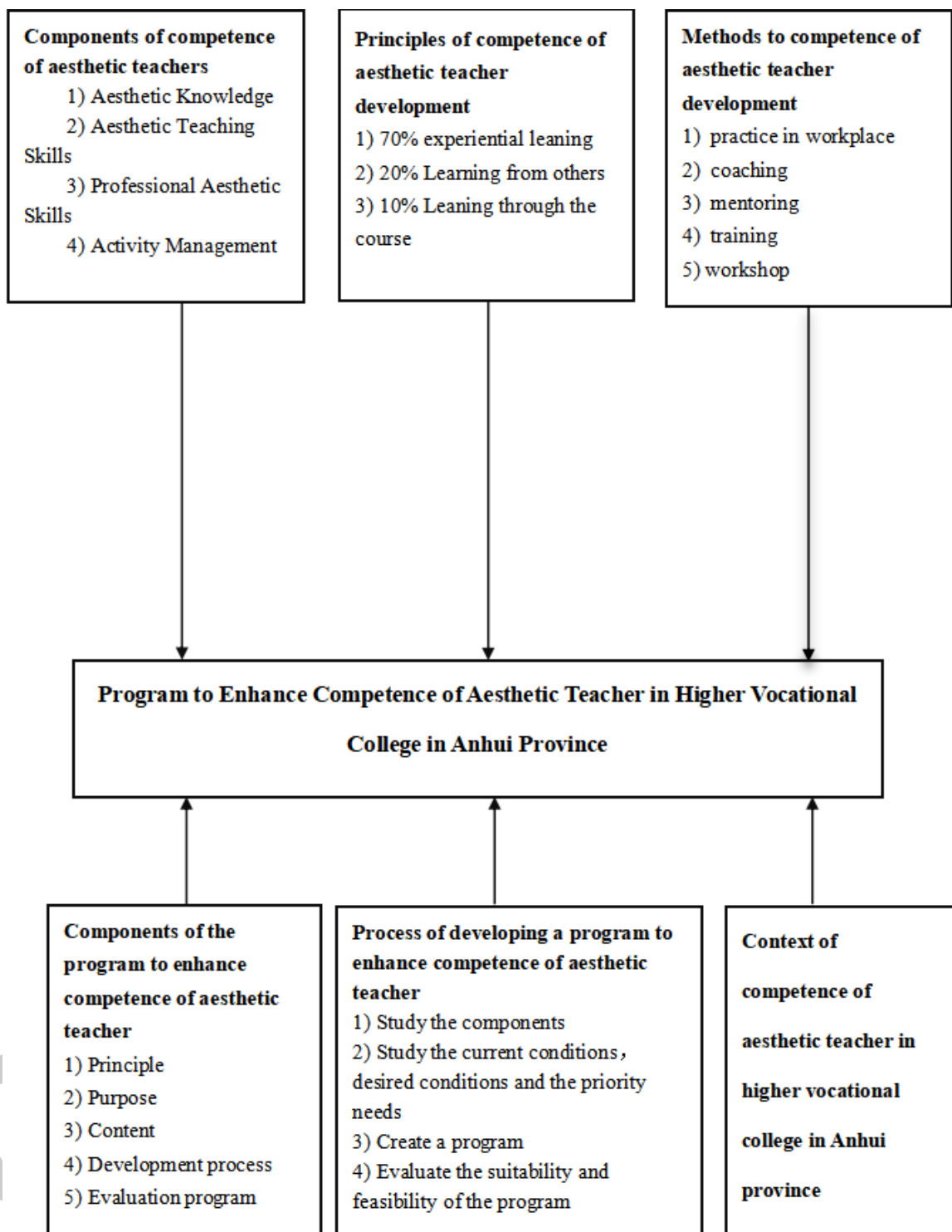


Figure 1. Theoretical Conceptual Framework

## 7. Term Definition

**1. Aesthetic Teacher** refers to an educator who integrates principles of aesthetics—such as beauty, art, and emotional experience—into their teaching style,

focusing on the cultivation of students' sensory, emotional, and intellectual engagement with the content. The aesthetic teacher prioritizes creating an environment where students are encouraged to experience and appreciate learning not just as a cognitive activity, but also as a creative, sensory, and emotional process. This approach often draws on art, literature, and other forms of creative expression to stimulate a deeper connection with the subject matter. The goal is to foster an appreciation for the beauty in learning and to encourage critical thinking through an engagement with the sensory and imaginative aspects of education.

**2. Competence of aesthetic teacher** refers to a special ability to engage in the teaching of aesthetic education courses obtained through learning and training on the basis of general ability, which is a variety skill applied to the actual practice of aesthetic education courses, which has 4 components:

**2.1 Aesthetic Knowledge** refers to teachers have the knowledge of aesthetics and aesthetic education, the development history of aesthetics, psychology and pedagogy.

**2.2 Aesthetic Teaching Skills** refers to teachers should have theoretical knowledge of teaching design, curriculum and textbook structure and system knowledge, educational psychology knowledge, digital teaching ability, systematically design courses ability, organize and manage classroom teaching ability, emotional communication ability, teaching analysis and evaluation ability.

**2.3 Professional Aesthetic Skills** refers to teachers should master an aesthetic skill, demonstrate their aesthetic skills, improve students' creativity with their creative ability, improve emotional communication skills with a certain aesthetic skill, and interpret the classical works in the language of art.

**2.4 Activity Management** refers to teachers should combine community activities with Course Ideology and Politics, combine community activities with discipline construction, and combine community activities with aesthetic education resources. In addition, teachers can give professional guidance to students, lead students into a certain professional field, have good language skills and communication skills, through the establishment of community culture to enhance the cohesion of the community, can refine the division of labor, clear the responsibilities of each department, follow the latest trends world and create innovative works.

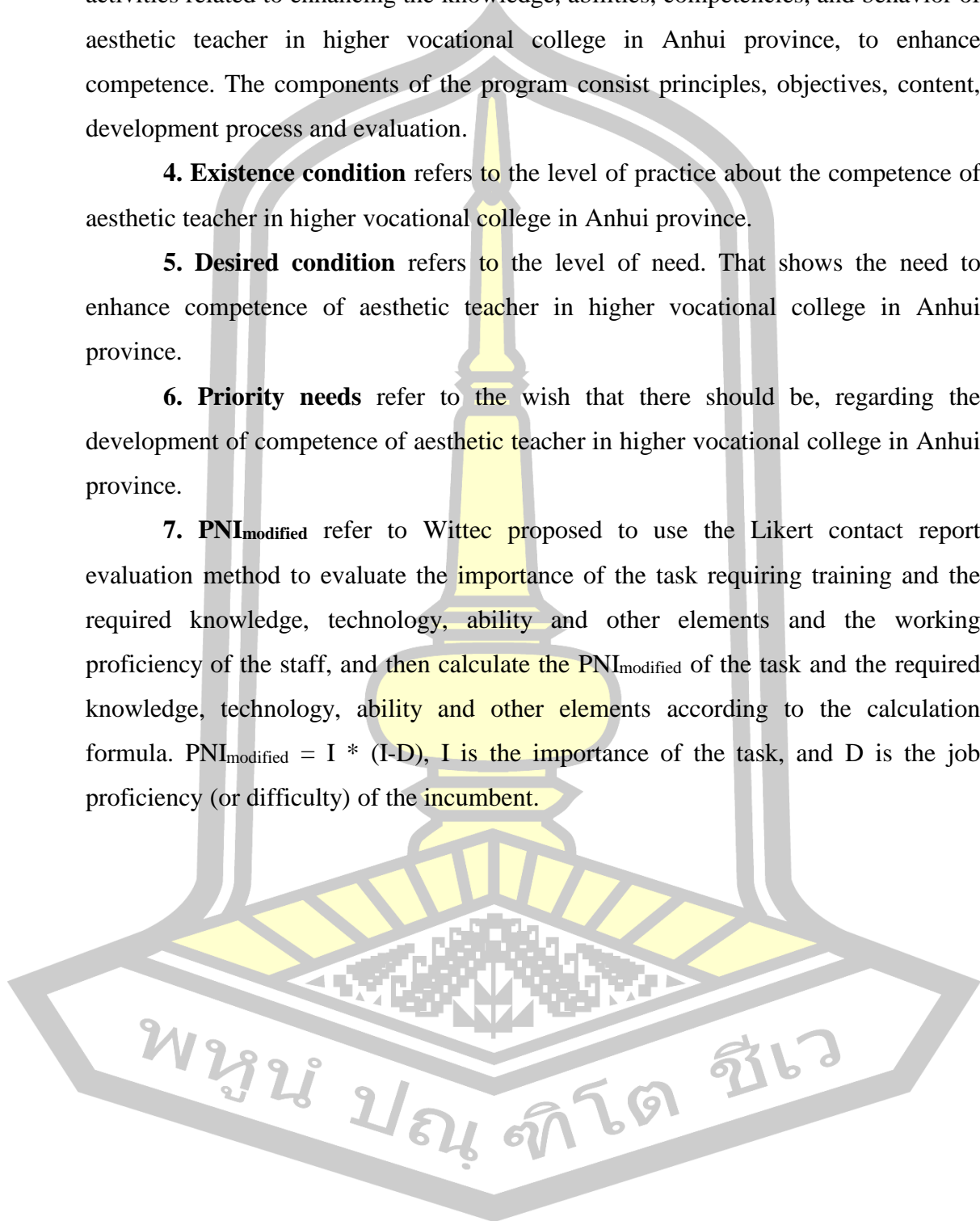
**3. Program to enhance competence of aesthetic teacher** refers to a set of activities related to enhancing the knowledge, abilities, competencies, and behavior of aesthetic teacher in higher vocational college in Anhui province, to enhance competence. The components of the program consist principles, objectives, content, development process and evaluation.

**4. Existence condition** refers to the level of practice about the competence of aesthetic teacher in higher vocational college in Anhui province.

**5. Desired condition** refers to the level of need. That shows the need to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

**6. Priority needs** refer to the wish that there should be, regarding the development of competence of aesthetic teacher in higher vocational college in Anhui province.

**7.  $PNI_{\text{modified}}$**  refer to Wittec proposed to use the Likert contact report evaluation method to evaluate the importance of the task requiring training and the required knowledge, technology, ability and other elements and the working proficiency of the staff, and then calculate the  $PNI_{\text{modified}}$  of the task and the required knowledge, technology, ability and other elements according to the calculation formula.  $PNI_{\text{modified}} = I * (I-D)$ , I is the importance of the task, and D is the job proficiency (or difficulty) of the incumbent.



## CHAPTER II

### LITERATURE REVIEW

In this research, the researcher studied documents, textbooks, and research related to enhance competence of aesthetic teacher in higher vocational college in Anhui province, with the following topics specified:

1. Competence Theory

1.1 Definition of competence

1.2 Competence theory

2. Competence of Teacher

2.1 Meaning of competence of teacher

2.2 Components of competence of teacher

3. Competence of Aesthetic Teacher

3.1 Meaning of competence of aesthetic teacher

3.2 Components of competence of aesthetic teacher

4. Principles and Methods of Teacher Development

4.1 Adult Learning Theory

4.2 Principles of teacher development

4.3 Methods of teacher development

5. Concept and Theory of Program and Program Development

5.1 Definition of the program

5.2 Components of the development program

5.3 Process of program development

5.4 Evaluation of program effectiveness

6. Context of the Aesthetic Education in Higher Vocational College in Anhui province

7. Related research

## 1. Competence Theory

### 1.1 Definition of Competence

McClelland (1973) the first point that competence is the knowledge, skill, ability, trait or motivation directly related or related to other important achievements in work or life.

Sundberg et al (1978) believe that competency is the individual characteristics, knowledge, skills, and attitudes that produce a sense of achievement with adaptive outcomes in a meaningful environment.

Boyatzis (1982) comprehensively summarized the materials of McClelland and his assistants on the test of competency characteristics, and concluded that the concept of competency contains two points: first, it is usually related to effective or excellent performance in a job. Second, it contains individual potential characteristics such as motivation, trait, skill, self-image and social role.

Spencer, M. and Spencer, S.M(1993) believe that competence is “the individual potential, deep characteristics of a job (or organization, culture) and poor performance, it can be motivation, trait, self-image, attitude, or values, a field of knowledge, cognition or behavioral skills any can be reliably measured or counted, and can significantly distinguish excellent performance and ordinary performance individual characteristics.”

Gonzi(1994) describes three ways to understand competency: 1) task-related skills, 2) relevant general attributes necessary for effective performance, and 3) a collection of general attributes such as knowledge, skills, and appropriate attitude to professional practice.

Parry (1996) discusses the differences between competency and technology (skills), values (values), and personal traits (personality traits), and defines competency as a collection of relevant knowledge, attitudes and skills, which affect the main part of individual work, are related to performance, can be measured and improved.

Daley (2002) noted that the concept of competency beyond the traditional knowledge (knowledge), technology (skills) and competence (abilities) (KSAs) is the acquisition of motivation, traits and self-concept related to work.

Wang Zhongming (2001) point that competency refers to the knowledge, skills, abilities, values, personality, and motivation that lead to high management performance.

Zhong Lifeng and Shi Kan (2002) noted that competency is the potential and more lasting behavioral characteristic of an individual who can distinguish the outstanding and mediocre performers in a certain position. These characteristics can be cognitive, conscious, attitude, emotional, dynamic, or tendentious, etc.

Peng Jianfeng (2003) pointed out that competence has the characteristics of "driving employees to produce excellent work performance", which can reflect various skills, knowledge, drive and personality, etc., and is a collection of these individual characteristics.

Klieme and Leutner(2006) defined competence as a cognitive tendency (dispositions) with situational specificity and requires the need of a successful match to a task or specific context in a specific domain.

Getha-Taylor et al (2013) on this basis, we further pointed out that the difference between competency and KSAs is that competency focuses more on future development and the potential for performance.

In summary, from studying the meaning of competence, it can be concluded that competence is the practical application of knowledge, skills, attitude and motivation in specific situations. Competency is closely linked to the requirements of positions, and competence changes with the change of working environment.

## **1.2 Competence Theory**

The most classic competency theoretical model mainly includes the “Iceberg competency model” and “Onion competency model”, shown in Figure 2.

The iceberg competency model proposed by Spencer, M. and Spencer, S.M(1993) refers to the competency model as an iceberg floating in the water. These surface features such as knowledge and skills are revealed on the water. They are easy to be perceived and developed and cultivated, but it is difficult to predict or determine whether an individual has excellent work performance. The deep characteristics of the underwater part, such as self-concept, trait, motivation, etc., can determine people's behavior and performance. Accordingly, the researchers call the water part of the iceberg, namely knowledge, skills and so on, as benchmark competency (Threshold

Competence), believing that this is the most basic requirement for the quality of a professional, but it cannot distinguish between excellent performance and ordinary performance; the underwater part of the iceberg, such as self-concept, characteristics and motivation, can be called discriminating competency (Differentiating Competence), which can distinguish excellent performance from ordinary performance. (Australian Principals, 2003)

The onion competency mode proposed by Boyatzis(1982) demonstrates the core elements of competence composition and illustrates the characteristics of each component that can be observed and measured. The interpretation of competence in this model is deep from the outside to the inside, from the outside to the inside. It believes that the core is motivation, and then expands outward into personality, self-image and values, social role, attitude, knowledge and skills. The more outward, the easier to cultivate and evaluate, the more inward, the more difficult to evaluate and learn. In general, the knowledge and skills of the outermost part of the onion are equivalent to the innermost part of the iceberg, the deepest part of the iceberg, and the self-image and character in the middle of the onion are equivalent to the shallow part of the iceberg. Compared with the iceberg model, the onion model is essentially the same, emphasizing the core competency or basic competency. The assessment of the core competency can predict a person's long-term performance. In contrast, the onion model highlights the hierarchical relationship between potential competency and dominant competency, and illustrates the relationship between competency more than the iceberg model.

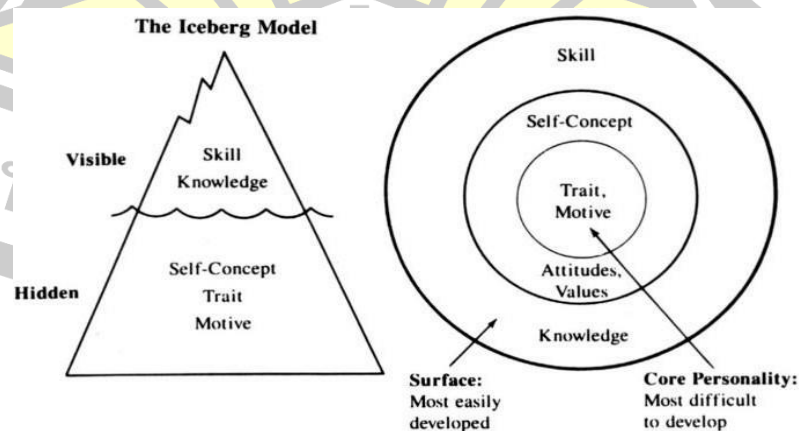


Figure 2. “Iceberg competency model” and “Onion competency model”

In summary, the model of competence, as a success model, is the sum of features essential for the excellent performance of a task, including action, skills, knowledge, attitude, values, motivation, and self-perception. There is an internal drive relationship between the upper and lower parts of the iceberg model, which is very critical and determines the level of individual performance. Correspondingly, the inner and outer layer relationships of the onion model also deserve attention. For organizations, the development and utilization of this relationship and the linkage of the external abilities and internal characteristics of employees are conducive to the in-depth optimization and development of human resources.

## **2. Competence of Teacher**

### **2.1 Meaning of Competence of Teacher**

Medley (1980) believes that teacher competence is a combination of a series of competency characteristics. The more skills teachers master, the higher their competency level is.

Olson (2000) pointed out that teacher competence refers to the comprehensive of professional knowledge and professional skills that teachers can effectively carry out education and teaching practice.

Selvi (2010) believes that teacher competence refers to teachers' values, behavior characteristics, communication skills, and their purpose and practical performance in school, and it is also a kind of ability to promote teachers' professional development and course learning.

Wang Tingting (2008) believes that the competence of university teachers refers to the of professional knowledge, professional skills and professional values that individual university teachers have related to the implementation of successful teaching.

Cai Yonghong (2003) used the definition of McClelland to define the competence of university teachers as the professional knowledge and ability, work motivation, self-image, social role or personal characteristics directly related to teaching or scientific research achievements, which is the decisive factor for individuals to take successful actions in education, teaching or scientific research work.

Xu Zhihua (2012) defines the competency of college teachers as the personal potential and deep characteristics that can distinguish the outstanding achievements and mediocre performance in college teachers.

In summary, based on the definition of the competence of university teachers by domestic and foreign scholars, scholars usually treat the competence of university teachers Defined as the expertise, skills, attitudes, and values that are directly related to the successful implementation of teaching.

## **2.2 Components of Competence of Teacher**

Kelchtermans (1994) In-depth study of teachers professional-self, that teachers' professional self includes six parts, "self-intention", "self-respect", "work motivation", "work satisfaction", "task perception" and "future prospects". "Self-intention" is the self-perception of their responsibilities, "self-respect" is the experience formed by the evaluation of their quality and behavior, "work motivation" is the reason of teaching, "work satisfaction" is the satisfaction of the working environment, "task perception" is the cognition of the work content, "future prospects" is the outlook and attitude of future work. These factors constitute the elements of teacher competence.

Bisschoff (1998) constructed a two-factor model of university teachers' competence through structured interviews: educational competence and collaborative competence.

Goh (2013) takes Malaysian university teachers as the research object, and believes that teacher competence should include five dimensions, including classroom management, clear teaching objectives, interaction with students, social service ability and correct values.

Isayeva (2014) believes that the competency model of university teachers should include three dimensions, such as teaching ability, scientific research ability and cultural ability, among which cultural ability is the basic.

Mapolelo (2015) put forward the competency model of university mathematics teachers, including the role of subject knowledge on teaching and learning, the belief in mathematics teaching and learning, whether the belief and practice are consistent with the performance, teacher education and its influence on teaching practice, and the research direction of future teachers.

Wang Yu (2006) constructed the seven factors of college teachers in China through the ability to obtain information: innovation ability, interpersonal understanding, responsibility, relationship building, thinking ability and achievement orientation.

Chen Yansong (2010) used the behavioral event interview method to construct the three dimensions of the competency model of college counselors: professional attitude, knowledge and skills, and personality charm.

He Qizong (2015) constructed a four-dimensional model of the teaching competence of university teachers with knowledge literacy, teaching ability, professional character and personality traits through expert consultation.

Tang Ling (2017) summarized the competency characteristics of private university teachers through literature analysis and interview, and used statistical analysis software to extract the five dimensions of teacher competency model of private university teachers, consisting of teaching ability, personal characteristics, professional knowledge, motivation and attitude, scientific research ability and other.

In summary, synthesizing the components of teacher competence from various academics, the researcher concludes that there are 9 elements of teacher competence: 1) professional knowledge, 2) professional skills, 3) professional attitude or values, 4) teaching and professional responsibility, 5) teacher reflection, 6) cooperation ability, 7) communication ability, 8) independent thinking, 9) influence and organizational ability and so on.

### **3. Competence of Aesthetic Teacher**

#### **3.1 Meaning of Competence of Aesthetic Teacher**

Liu Jingyi and Wu Xiulin (2022) believe that the competency of aesthetic education teachers is the special ability to engage in aesthetic education courses obtained through learning and training on the basis of general ability, and it is the various skills applied to the practical practice of public art courses. The competence of aesthetic education teachers is more explicit than that on the iceberg model, which is divided into two parts: professional knowledge and professional ability.

Du Wei (2022) believes that the competence of aesthetic education teachers in schools refers to the professional knowledge, ability and accomplishment that

aesthetic education teachers should have in undertaking aesthetic education teaching and guiding art activities, in addition to the general ability and accomplishment that teachers should have.

“The Opinions of The General Office of the State Council on Comprehensively Strengthening and Improving the Work of Aesthetic Education in Schools ”(2015) pointed out that the competence of aesthetic education teachers includes teachers’ participation in the construction and teaching reform of aesthetic education courses, teachers’ cooperative development and establishment of aesthetic education courses, interdisciplinary cooperation, aesthetic education classroom teaching exchange and teaching skills training.

“About comprehensively strengthen and improve the new era of school aesthetic education work opinion” (2020) points out in the new era of aesthetic education teachers work related key points including aesthetic education function, improve students’ aesthetic and humanistic accomplishment, strengthen Chinese excellent traditional culture, and other cultural education, mining and use of various disciplines embodies the Chinese aesthetic spirit and national aesthetic characteristics of rich aesthetic resources, help students form special art long, rich art practice, etc.

The Art Curriculum Standard of Compulsory Education (2022) points out that core literacy is the concentrated embodiment of the value of curriculum education, and is the correct values, necessary characters and key abilities that students gradually form through curriculum learning to meet the needs of personal lifelong development and social development. The core qualities to be cultivated in aesthetic education courses mainly include aesthetic perception, artistic expression, creative practice, cultural understanding and so on.

In summary, at present, there is very little research on the meaning of aesthetic teacher competence, most scholars focusing on the competence of individual subjects of art education, such as music teachers and art teachers, or on the definition of competency of public art education teachers. Thus it can be seen that the competence of aesthetic education teachers mainly includes the two parts of professional knowledge and professional ability, including the general ability and achievement of aesthetic education teaching and guiding art activities, as well as the professional knowledge, ability and achievement they should have.

### 3.2 Components of Competence of Aesthetic Teacher

Wang Xin (2008) explains the principles. The components of aesthetic teacher competence are as follows:

1. Art Theory and Professional Skills. Engaged in aesthetic education teaching, teachers have high requirements for art theory and artistic skills, and proficient in professional art knowledge and skills has become the key quality for teachers' professional development. It is the professional and academic nature of teachers that determines the problem of "what to teach" in teaching activities. Different types of aesthetic education courses, whether limited elective courses or arbitrary elective courses, require aesthetic education teachers to have solid professional knowledge and rich artistic practice experience in the content they teach. Only in this way can teachers explain and impart more systematic knowledge of art theory to students, guide and inspire students' understanding and appreciation of art works, and conduct detailed and in-depth interpretation and analysis of the students' doubts and the knowledge difficulties encountered in the learning process.

2. Educational Theory and Teaching Skills. To impart knowledge to students, their teaching methods and teaching methods are particularly critical. An excellent professional course teacher should also be an excellent classroom teaching organizer. This requires teachers to effectively impart logical, speculative and systematic knowledge to students according to their physical and mental characteristics and educational rules, through teaching design and classroom teaching, so that they can accept, understand and transform into their own knowledge and literacy. Aesthetic education courses in colleges and universities, facing from different college students, different majors in their professional background, art interest, understanding ability, appreciation level, in this case, how to effectively teach students art knowledge, cultivate art interest, promote art appreciation, to the teachers put forward higher teaching requirements and teaching difficulty. Therefore, according to the teaching content and teaching objectives, teachers should carefully design and arrange in writing teaching plans, designing interactive teaching links, arranging the explanation content, selecting art works and even the teaching language used, classroom questioning methods and teaching mode.

3. Political Sense of Responsibility and the Sense of Mission of The Times. Art is a reflection of social life. The content of art is inclusive, and the value and significance are extremely diverse. Through art, teachers and students can discuss various propositions in philosophy, history, religion, society, nature and many other fields together. This will involve the understanding, understanding, criticism and evaluation of different ideas of different countries and nations in different historical periods and social stages. This requires teachers in aesthetic education course teaching at the same time, but also constantly improve teachers' own political theory accomplishment and ideological and moral level, always maintain a high political consciousness and social mission, the active content of the aesthetic education into the construction of the socialist core value system, throughout the whole process of aesthetic education teaching activities.

4. Cultural Deposits and Cultural Values. The implementation and realization of the aesthetic education concept cannot be separated from the accumulation of teachers' cultural deposits. The cultural deposits of teachers is the cultural conservation of teachers, which is the cultural foundation of educational wisdom and life wisdom. Teachers who undertake public art courses should have profound cultural deposits and advanced cultural values. In the process of public art teaching, Teachers should be able to place the introduction and appreciation of art works in the integration of ancient and modern Chinese and foreign cultures to read, Through the appreciation of the works of art and the teaching of art theory, Not only can they teach art knowledge and cultural knowledge, But also focus on cultivating and shaping the majority of students to cherish the national culture, respect the culture of other countries, The equal and open cultural values of inheriting traditional culture and encouraging innovative culture, So that students can examine the culture with a global perspective, academic vision, peace of mind and an open mind, Make them absorb the nutrients and ideological essence of knowledge from the public art class, Provide reference and reference for their professional learning, To provide beneficial help for their comprehensive and healthy development of body and mind.

Du Wei (2022) studied aesthetic teacher competence. Then explain the elements of aesthetic teacher competence as follows:

1. Aesthetic education knowledge. Excellent works of art are the vivid memory of human civilization, reflect the outstanding aesthetic creation, contain rich and profound cultural significance, and are ideal textbooks for educating students. Select the most classic art works in human history and suitable for student age characteristics, so that students learn to appreciate art, understand the aesthetic, can distinguish the advantages and disadvantages of art works, and thus learn to appreciate the natural landscape. Students have been exposed to excellent art works for a long time, and the more aesthetic experience they accumulate, the stronger the aesthetic ability, and they will gradually become interesting and elegant with excellent temperament. Art is also the most creative cultural activity of human beings. Excellent classic works of art are a significant symbol of human creativity. By learning art, students can develop their creative perception and imagination, enrich the way to grasp the world, and work and live creatively. These functions of aesthetic education are absent in other forms of education, and they belong to the unique and irreplaceable value of aesthetic education. All this requires aesthetic education teachers to have rich knowledge of aesthetic education to achieve.

2. Art skills. The learning of artistic skills is crucial for artistic creation, performance and appreciation. Without skills, there will be no art. Without artistic skills, it is difficult to deeply understand the aesthetic and humanistic connotation of excellent works of art, which is the reason why aesthetic education teaching must include artistic skills teaching. Therefore, aesthetic education teachers must have a certain level of artistic skills, including creation (including editing and adaptation) or performance skills. Teachers of aesthetic education have a certain skill in art, which is not only helpful to carry out teaching, demonstrate for students and organize art activities, but also can arouse students' interest in art. The teaching of art skills for all students is mainly to help students develop interest in art, and more importantly, to help students master a unique language of art, so that they can go deep into art, accept the infiltration of excellent art, and understand the aesthetic and humanistic essence of excellent art works. Aesthetic education teachers must have a skill, know the language model of the art they are good at, and can explain to students to help students master the artistic language and enter the meaning world of art.

3. Art knowledge. The so-called “art knowledge” includes the basic theory and history of the art, as well as the aesthetic characteristics of the art and the expression of the artistic language. Art theory focuses on the basic nature, characteristics, form and value of an art. Only by mastering these knowledge can aesthetic education teachers have a comprehensive cognition of this art. To master the systematic knowledge of an art is crucial for aesthetic education teachers to judge which works have high aesthetic education value, and for aesthetic education teachers to interpret the aesthetic appreciation and humanistic connotation of artistic works. For qualified aesthetic education teachers, only having artistic skills is far from enough. Even an artist with outstanding creative achievements cannot become an excellent teacher of aesthetic education without a certain cultivation of artistic knowledge. In fact, for aesthetic education in ordinary schools, aesthetic education teachers may not need a high level of artistic skills, but should have a strong ability of artistic understanding and interpretation ability, because their main task is not to create, but to educate people with art.

4. Psychological knowledge. At the psychological level, understanding the characteristics and laws of individual aesthetic development is conducive to the design of the aesthetic education process have a definite object in view. Because an important task of aesthetic education is to develop students' creativity, and the personality basis of creativity is exactly personality. No individuality, no creation. Aesthetic education teachers should master the preliminary theory of individual aesthetic types and can distinguish different aesthetic psychological types. Individual aesthetic psychological type refers to the common or similar psychological characteristics of different individuals in aesthetic aspects, which is the embodiment of certain personality type characteristics in aesthetic creation, expression, understanding, selection and evaluation. Understanding the individual aesthetic psychology type, on the one hand, can help aesthetic education teachers to find students' different personality tendencies in teaching, on the other hand, can guide aesthetic education teachers to overcome the uniform evaluation habits.

5. Teaching method. To do a good job in aesthetic education teaching, aesthetic education teachers must “follow the characteristics of aesthetic education”. It is the best way to implement education by emotional experience to make the truth

of life deeply rooted in people. The uniqueness of the teaching method of aesthetic education is first manifested in the difference with the teaching of professional art courses, which comes from the difference of training objectives. The teaching method of aesthetic education should focus on the goal of educating people, and always take the experience of excellent art as the focus of the teaching process. The way to trigger students' emotional experience is to try to make students move and learn by doing. This requires aesthetic education teachers to have the ability of teaching design, turn the learning content into a dynamic process, and let students and teachers participate together. The learning evaluation of art courses is a difficult problem, and it is difficult for all the evaluation of art learning to adopt objective and standardized evaluation. There should be both objective standard test, developmental and descriptive evaluation, and should be the latter. There are two ways to solve this problem: on the one hand, academic circles grasp theoretical and experimental research; on the other hand, school aesthetic education teachers should actively explore effective methods in teaching practice.

6. Competence of managing students' activities. Teachers engaged in aesthetic education teaching at all levels and of all types of schools should be versatile, which is very different from professional art workers. Aesthetic education teachers had better be one specialist, in a certain aspect of art has expertise, there are several aspects can also understand a little, will be a little. Aesthetic education teachers should not only be able to do art by themselves, but also be able to organize non-art major students to do art together, which needs to have some special skills to meet the campus art activities.

Xie Chenlu et al (2022) summarized the principles. The elements of aesthetic teacher competence are as follows:

1. Teacher's Ethics. Teacher's ethics is one of the necessary core qualities of teachers and an important basis for the construction of other core qualities. Teachers of aesthetic education must have teacher ethics, such as moral cultivation and professional identity. Teachers of aesthetic education should set up correct moral values, constantly improve their personal moral cultivation, adhere to the four requirements of teaching and educating people, teaching by words and deeds, paying attention to society, academic freedom and academic norms, so as to play the role of

“model” in future teaching. In addition, aesthetic education teachers should also have a heart of recognition and love for their own profession. Only by being a teacher can we devote ourselves to education; only by loving ourselves as a teacher can we devote ourselves selflessly to students.

2. Aesthetic education concept. Educational view refers to people's views on education, and aesthetic education view refers to teachers' understanding of aesthetic education and carrying out teaching practice under its guidance. Aesthetic education teachers can learn the principles of aesthetic education, practice and reflect in teaching, and finally form their personal concept of aesthetic education. Different views of aesthetic education affect the focus and educational concepts in aesthetic education teaching. In-depth study of various philosophical theories of aesthetic education helps aesthetic education teachers to think critically about classroom teaching, explore the essence and significance of aesthetic education from different perspectives, control the teaching direction of aesthetic education with macro thinking, and form personal aesthetic education concepts.

3. Professional knowledge. Aesthetic education teachers need to master the theoretical knowledge such as pedagogy, psychology, fully understand the teaching object in the school situation, the psychological phenomenon in the teaching process, the students of psychological and cognitive characteristics have a comprehensive understanding, based on this ability in the aesthetic education teaching design consistent with students' cognitive level, reasonable teaching content, completes the course, make the teaching content of progressive and complete and orderly internal connection. At the same time, we should also be familiar with the representative teaching methods at home and abroad, and absorb the essence for our own teaching.

4. Professional Skills. First, art professional skills. "About comprehensively strengthen and improve the new era of school aesthetic education work opinion" (2020) requires that school aesthetic education should cultivate students to master 1-2 artistic specialties. Accordingly, aesthetic education teachers need to have certain artistic professional skills, which is beyond doubt. Secondly, the aesthetic education course teaching skills. Qualified teachers of aesthetic education, not only need to have a comprehensive knowledge of aesthetic education and a higher

quality of aesthetic education, but also should master the ability to impart these knowledge to students.

5. Information Literacy. The 21st century is a new century of knowledge-based, intelligence and technology based on information. In the “Internet+” era, if teachers lack the necessary information literacy and ability, they will not be able to effectively face the challenges brought by educational innovation and changes in students' learning style. Aesthetic education teachers have a certain information literacy, reasonable use of information technology to assist teaching, can provide students with rich artistic practice experience, improve the teaching effect of aesthetic education classroom. At the same time, the Internet, as an important educational tool, not only accelerates the circulation and dissemination of information, but also provides convenient information access channels and inexhaustible teaching resources. Aesthetic education teachers can immediately obtain the hot information of aesthetic education on the Internet, follow up the dynamics of aesthetic education released by the state, timely adjust the teaching objectives, and conduct teaching reflection.

6. Aesthetic Literacy. The aesthetic accomplishment of aesthetic education teachers refers to the professional level and working ability of aesthetic education for students through aesthetic education work, which is of great significance to the realization of the “aesthetic feeling” transmission in teaching. Aesthetic accomplishment determines the ability and level of artistic perception, expression, understanding and identification.

7. Cultural Literacy. Aesthetic education teachers should understand the traditional culture of the Chinese nation, local culture and the world diversity, and realize cultural transmission and inheritance in teaching. The Chinese nation has a long history and profound cultural deposits. Teachers of aesthetic education can enhance their own national cultural connotation by reading traditional culture books, visiting museums and listening to cultural lectures. At the same time, based on the understanding of our own country and the national culture, we should explore the aesthetic education resources contained in the discipline and other disciplines that reflect the Chinese aesthetic education spirit and the national aesthetic characteristics.

Liu Jingyi (2022) discussed the elements of aesthetic teacher competence. Which consists of 4 components:

1. Competence to Integrate Educational and Teaching Resources. On one hand, the competence of “five education” subject integration. First, teachers need to have the thinking of “five education integration”, think and explore the connection between the five-education knowledge, and clarify the value status of each education; second, aesthetic education teachers should actively learn the knowledge of other four education, and combine the appropriate time with aesthetic education; third, teachers need to have certain knowledge coordination ability to form the integrated curriculum mode of “aesthetic education+”. On the other hand, the competence of aesthetic education resources integration. The integration of aesthetic education resources is based on the existing social aesthetic education resources and the school aesthetic education resources mainly based on art subjects, so as to interpenetrate, coordinate and reorganize each other To improve the students 'personality cultivation, strengthen the students' practical experience.

2. Competence of planning integrated art practice. First of all, the management and construction competence of the student art clubs. The management of aesthetic education teachers is reflected in the facts. On the one hand, aesthetic education teachers need to serve as the head of the student art clubs, so as to have a deeper understanding of the structure of the art clubs and the status quo of the clubs so as to timely handle the affairs of the league. On the other hand, teachers should always keep dedicated, adhere to the “people-oriented”, take the development of the art clubs and the quality development of students as the basic goal of their work, adhere to the words and deeds, willing to contribute, to promote the construction of school spiritual civilization. Secondly, the campus art activity planning ability. Campus art activities can effectively promote the construction of campus culture, is an important way to implement aesthetic education, and can effectively promote the development of school aesthetic education. Public art teachers need to have certain activity planning ability, and art comes from life. Teachers can determine the theme of activities according to the hot events of life, write activity plans, creatively organize and carry out campus art activities, and provide art guidance to the programs in art activities, so as to improve the program effect.

### 3. Academic Competence of Aesthetic Education and Art Subjects.

First, have lifelong learning awareness and improve academic research competence. Only by constantly contacting with the cutting-edge ideas and techniques of art subjects can they better carry out talent training in the new era. The daily learning of aesthetic education teachers should not be limited to the preparation of skills or theoretical courses, but should have subject thinking, thinking and exploration according to the current situation, and constantly improve their academic research ability. With the continuous improvement of the academic ability, the teachers of aesthetic education will integrate the latest information obtained from the scientific research into the classroom teaching, so as to stimulate the students' thirst for knowledge. Secondly, it has the academic innovation power to promote the construction of aesthetic education curriculum. The academic innovation ability of university teachers is the basic guarantee of their scientific research ability. The academic innovation ability of aesthetic education teachers in colleges and universities can effectively re-excavate and re-create the knowledge of aesthetic education, so as to promote the comprehensive development of talent training.

From the perspective of the academics mentioned above the researcher has analyzed the important components of competence teacher of aesthetic teacher. As shown in Table 1.

Table 1. Analyzes the components of competence teacher of aesthetic teacher

Number	Scholar				Frequency
	Wang Xin (2013)	Du Wei (2022)	Xie Chenlu (2022)	Liu Jingyi (2022)	
	Components				
1	Art Theory	✓			1
2	Aesthetic Knowledge	✓	✓	✓	3
3	Educational Theory	✓			1
4	Aesthetic Teaching Skills	✓	✓		2
5	Cultural Deposits	✓			1

Number	Scholar	Wang Xin (2013)	Du Wei (2022)	Xie Chenlu (2022)	Liu Jingyi (2022)	Frequency
	Components					
6	Cultural Values	✓				1
7	Professional Aesthetic Skills		✓	✓		2
8	Psychological Knowledge		✓			1
9	Activity Management		✓		✓	2
10	Teacher's Ethics			✓		1
11	Educational Concept			✓		1
12	Aesthetic Literacy			✓		1
13	Cultural Literacy			✓		1
14	Competence of Subjects Integration				✓	1
15	Competence of Aesthetic Education Resources Integration				✓	1
16	Competence of Academic Research				✓	1
17	Competence of Academic Innovation				✓	1

From Table 1, synthesizing the components of aesthetic teacher competence from various academics, the researcher concludes that there are 4 components of competence of aesthetic teacher: 1) Aesthetic Knowledge 2) Aesthetic Teaching Skills 3) Professional Aesthetic Skills and 4) Activity Management. Details of each component will be analyzed to define the definition. Operations of each component are as follows:

## 1. Aesthetic Knowledge

Shulman (1987) divided teacher knowledge into following seven categories:

(1) Content knowledge refers to the knowledge of the subject course taught by the teacher. It includes knowledge of specific concepts, rules and principles and their connections.

(2) General pedagogical knowledge refers to the general principles and strategies of classroom teaching management and organization that all subjects can use, such as syllabus, schedule, test method, speech style, discussion style, self-built architecture and other teaching methods, the methods of evaluating students' achievements and so on.

(3) Curriculum knowledge refers to the overall understanding of the evolution, development and application of the curriculum and textbook concepts.

(4) Pedagogical content knowledge refers to the specialized teaching methods and teaching strategies needed to understand each subject.

(5) knowledge of learners refers to what students know before class, what do not know, how to use simple teaching methods and teaching materials to improve students' interest in learning.

(6) knowledge of educational context refers to the knowledge of the influence of students' family, school and social environment on teaching. For example, teaching in metropolitan schools is different from teaching in the countryside, which is caused by differences in the operation of school groups or classes, the administrative and funding allocation of school districts, and the characteristics and cultural background of communities.

(7) knowledge of educational ends, purposes and values refers to the understanding that students' learning purpose is to improve personal character or to study.

Schulman believes that in the above knowledge categories, subject teaching knowledge is particularly important, because it determines the knowledge group that teaching is different from other disciplines, reflects the integration of subject content and education disciplines, and can best distinguish the difference between subject experts and teachers.

Xie Weihe (2000) believes that the knowledge of professional teachers mainly includes three categories:

(1) Knowledge about students means that teachers need to understand the influence of different cultural heritage, language, family background, gender and community on students' experience and learning ability, discover and understand the characteristics of students, master the rules of students' learning and development, and teach students in accordance with their aptitude.

(2) Knowledge about courses refers to the knowledge that teachers need to master the knowledge of teaching professional courses, the knowledge of the organization, transmission and evaluation of professional courses, the course knowledge related to their professional courses, and the knowledge of connecting course objectives, course resources and course technology.

(3) Knowledge and techniques about teaching practice refers to teachers who make their teaching a knowledge acceptable to others, design teaching environment, construct teaching mode knowledge, motivate students to learn knowledge, use teaching time knowledge, promote students' cooperation and interaction knowledge, evaluate students' knowledge, and communicate with parent's knowledge.

Lin Chongde (1996) et al. have studied teacher knowledge from the perspective of cognitive psychology. They put forward that teaching activity is a kind of cognitive activity, and teacher knowledge, as a basis of teachers' cognitive activity, can be divided into four aspects of structural content starting from its functions:

(1) Ontological knowledge is the specific subject knowledge that teachers have, such as Chinese knowledge, mathematics knowledge, etc., which is the substantive part of teaching activities.

(2) Conditional knowledge is the knowledge of pedagogy and psychology that teachers have, and it plays a theoretical role in the transmission of ontological knowledge. Conditional knowledge can be embodied into three aspects: knowledge of students' physical and mental development, knowledge of teaching and learning, and knowledge of students' achievement evaluation.

(3) Practical knowledge is the classroom situation knowledge and related knowledge that teachers have in their teaching behavior. This kind of knowledge is

the accumulation of teachers' teaching experience, which can play a practical role in the transmission of ontological knowledge.

(4) Cultural knowledge means that in order to realize the cultural function of education, teachers should have a broad range of cultural knowledge, so as to lead students to the future road of life.

Du Wei (2024) emphasizes that aesthetic education teachers should possess a rich theoretical knowledge reserve in order to effectively guide students in developing their aesthetic sensibility, creativity, and cultural understanding. These qualities are essential for enhancing the overall educational experience and ensuring that aesthetic education is both meaningful and impactful. Based on Du Wei's perspective, the following are key theoretical knowledge reserves that aesthetic education teachers should have:

#### 1. Deep Understanding of Aesthetic Theory

(1) Philosophy of Aesthetics: Teachers should be well-versed in the philosophy of aesthetics, which explores the nature of beauty, art, and aesthetic experiences. This includes understanding classical and contemporary aesthetic theories, such as those of Plato, Kant, Hegel, and modern philosophers, who have significantly shaped how we perceive and interpret art and beauty.

(2) Aesthetic Experience and Judgment: Teachers need to understand the complexities of aesthetic experiences and how they shape students' emotional, cognitive, and cultural responses. This includes knowledge of aesthetic judgment and how individuals evaluate and appreciate art and culture.

#### 2. Comprehensive Knowledge of Art History and Culture

(1) History of Art: Teachers should have a strong grasp of art history, including the evolution of artistic movements, styles, and techniques throughout different periods (e.g., Renaissance, Baroque, Modernism, and Contemporary Art). This enables them to contextualize artworks and cultural products within a broader historical and social framework.

(2) Global and Local Cultural Understanding: Teachers should be familiar with both global and local cultural traditions, helping students appreciate diverse aesthetic expressions. Knowledge of Anhui's cultural heritage, such as Anhui

Opera, traditional crafts, and regional art forms, can enrich the local context of aesthetic education.

### 3. Interdisciplinary Approach to Aesthetic Education:

(1) **Integration with Other Disciplines:** Aesthetic education is not limited to the study of the arts alone. Teachers should understand how aesthetic theory connects with other academic disciplines, including literature, philosophy, history, psychology, and even sociology. This interdisciplinary knowledge helps students connect artistic works to larger social, cultural, and psychological contexts.

(2) **Connection with Vocational Education:** Teachers should recognize how aesthetic education intersects with vocational subjects, especially in fields like design, architecture, media, and digital arts, and should be able to help students make connections between aesthetics and professional skills.

### 4. Contemporary Aesthetic Trends and Movements:

(1) **Modern Art and Digital Culture:** Teachers should be aware of contemporary aesthetic trends, including digital art, interactive media, performance art, and new media. Understanding the impact of technology on aesthetic creation and consumption (such as digital design, virtual reality art, and social media as artistic platforms) is essential for preparing students for the evolving creative industries.

(2) **Globalization of Aesthetics:** The global exchange of cultural forms and practices has reshaped aesthetic norms. Teachers should be knowledgeable about global art trends and how different cultures interact and influence each other in a globalized world.

### 5. Psychological and Pedagogical Knowledge:

(1) **Cognitive and Emotional Development:** Teachers need to understand how students develop aesthetic cognition and emotional responses to art. This includes knowledge of psychological theories related to creativity, imagination, and emotional intelligence, which can guide the teacher in fostering an environment that nurtures students' artistic expression and emotional development.

(2) **Pedagogy of Aesthetic Education:** Teachers should have a sound understanding of the pedagogical strategies required for teaching aesthetic education. This includes active learning methods, critical thinking, and the use of experiential

learning (e.g., art projects, exhibitions, performances) that engage students in both the theoretical and practical aspects of aesthetics.

#### 6. Ethical and Social Implications of Art and Aesthetics:

(1) Ethics of Art and Culture: Teachers should understand the ethical dimensions of art and aesthetics, including the responsibility of artists and educators in promoting social values, cultural diversity, and social justice through art. This involves guiding students to critically engage with art's role in shaping society and fostering a deeper understanding of the social impact of artistic expression.

(2) Cultural Sensitivity: Teachers should be able to teach students to appreciate art and aesthetics with a sense of cultural sensitivity, recognizing the diverse ways in which different cultures interpret and express beauty.

#### 7. Theoretical Knowledge of Art Criticism:

(1) Art Evaluation and Criticism: Aesthetic education teachers need to be proficient in the theory of art criticism. This includes understanding the criteria for evaluating art, developing artistic literacy, and teaching students how to critically analyze and interpret artworks, considering both formal elements (composition, color, technique) and contextual factors (historical, cultural, social significance).

(2) Engaging Students in Artistic Dialogue: Teachers should be able to foster dialogue among students, encouraging them to share their thoughts on art and aesthetics while developing their ability to critique and appreciate various forms of art from a theoretical perspective.

Sha Jiaqiang (2024) put forward that solid theoretical knowledge is one of the important dimensions of becoming qualified aesthetic education teachers in universities. Specifically, the theoretical knowledge that aesthetic education teachers need to master includes but is not limited to the following aspects:

##### 1. Theoretical basis of aesthetics

(1) Basic concepts of aesthetics: such as the essence of beauty, aesthetic experience, aesthetic value, etc.

(2) Aesthetic schools and theories: including classical aesthetics, modern aesthetics, post-modern aesthetics, etc., to understand the understanding and interpretation of beauty by different schools.

(3) Comparison between Chinese and Western aesthetics: master the similarities and differences between aesthetic thoughts in traditional Chinese culture (such as Confucianism, Taoism and Zen aesthetics) and western aesthetic theories (such as Kant, Hegel, Heidegger, etc.).

## 2. Theoretical knowledge of art science

(1) Knowledge of art history: to understand the development history of Chinese and foreign art, including the historical evolution of painting, music, dance, drama, architecture and other art forms.

(2) Art criticism theory: master the basic methods of art criticism, and be able to conduct in-depth analysis and evaluation of art works.

(3) Art creation theory: to understand the basic laws and skills of artistic creation, and to guide students in artistic practice.

## 3. Knowledge of pedagogy and psychology

(1) Educational psychology: understand students' learning psychology and cognitive laws, and master how to stimulate students' aesthetic interest and creativity.

(2) Aesthetic education teaching method: be familiar with the basic principles and methods of aesthetic education teaching, such as experiential teaching, heuristic teaching, project-based learning, etc.

(3) Curriculum design theory: it can design reasonable teaching content and activities according to the goal of aesthetic education.

## 4. Cultural and sociological knowledge

(1) Cultural research: to understand the aesthetic concepts and artistic expression methods under different cultural backgrounds.

(2) Sociological perspective: Analyze the relationship between art and society from the perspective of sociology, such as how art reflects social problems and how it affects social values.

## 5. Interdisciplinary knowledge

(1) Philosophy and ethics: to understand the relationship between beauty and goodness, and to discuss the ethical issues in art.

(2) Integration of science and technology and art: master the application of modern science and technology (such as digital art, virtual reality, etc.) in aesthetic education.

(3) Ecological aesthetics: pay attention to the relationship between nature and art, and discuss the significance of ecological aesthetics in aesthetic education.

#### 6. Practical knowledge

(1) Artistic practice skills: such as painting, music, dance and other art forms.

(2) Case analysis of aesthetic education: summarize experience and methods through the analysis of classic teaching cases of aesthetic education.

In summary, although the above scholars have different opinions on the composition of teacher knowledge, four kinds of knowledge can be regarded as the cornerstone of teacher knowledge and also the focus of research. These four kinds of knowledge are: content knowledge, general pedagogical knowledge, pedagogical content knowledge and situated knowledge. The importance of the above four kinds of teacher knowledge, namely the professional knowledge of education, is a consensus in the field of teacher training and training.

### 2. Aesthetic Teaching Skills

Dwight W. Allen (1963) et al. were the first to use Microteaching in teacher training, a method that using modern audio-visual techniques (such as cameras) to train trainees, pre-service teachers or in-service teachers. After its birth, micro teaching spread rapidly and spread all over the world. It was introduced to China in the 1980s and was welcomed as an effective method to train teachers' teaching skills. They first began to classify teaching skills, and extracted 14 elements from the multiple elements that constitute teaching skills to set them as general teaching skills:

- (1) Stimulus diversification
- (2) Leading-in
- (3) Conclusion
- (4) Non-verbal inspiration
- (5) Emphasize student participation
- (6) Smooth questions
- (7) Exploratory questions
- (8) High level questions
- (9) Divergent questions
- (10) Confirm and differentiate the focus behavior

(11) Diagrammatic application of the paradigm

(12) Use the material

(13) Planned repetition

(14) Integrity of communication

Ministry of Education of the People's Republic of China (1994) issued “Teacher Vocational Skills Training Program for Students in Higher Normal Schools”, the document divides teaching skills into five categories:

(1) Leading-in skills

(2) Writing skills

(3) Demonstrate skills

(4) Explain skills

(5) Ask questions skills

(6) Feedback and reinforcement skills

(7) Conclusion skills

(8) Organize teaching and change skills

Zhang Tieniu(1997) divided teaching skills into three categories: pre-class, class and after-class teaching skills and then set 20 basic skills:

(1) Pre-class teaching skills (determine teaching objectives, understand students, analyze and process teaching materials, choose teaching media, choose teaching methods, and carry out teaching design)

(2) Class teaching skills (introduction, explanation, questioning, demonstration, blackboard writing, strengthening, change, strain, finish)

(3) After-class teaching skills (review, tutoring, guidance of extracurricular activities, teaching evaluation and teaching research skills)

Sha Jiaqiang (2024) combined with the characteristics of aesthetic education teaching, it puts forward the main teaching skills that aesthetic education teachers need to master:

1. Instructional design skills

(1) Curriculum objective design: According to the core objectives of aesthetic education (such as cultivating aesthetic ability, stimulating creativity, etc.), design a clear teaching objectives.

(2) Teaching content organization: organically combine aesthetic theory, art history, art works and other contents to form a systematic teaching module.

(3) Teaching activity design: design diversified classroom activities, such as art appreciation, creation practice, group discussion, etc., to enhance the interactivity and interest of the classroom.

## 2. Classroom guidance skills

(1) Heuristic teaching: guide students to think actively through asking questions, discussions and other ways, and stimulate students' aesthetic interest and creativity.

(2) Emotional resonance: use language, expression, body movements, etc., to establish emotional connection with students and enhance the appeal of the classroom.

(3) Situation creation: through music, video, physical display and other means, to create an immersive aesthetic situation, to help students to better feel the beauty of art.

## 3. Art appreciation and criticism skills

(1) Analysis of art works: it can conduct in-depth analysis of art works from the perspectives of form, content and background, to help students understand the connotation of the works.

(2) Aesthetic judgment guidance: guide students to form independent aesthetic judgment and cultivate their critical thinking ability.

(3) Cross-cultural aesthetic comparison: to broaden students' aesthetic vision by comparing art works under different cultural backgrounds.

## 4. Art practice guidance skills

(1) Creative guidance: in painting, music, dance and other art forms, guide students to carry out creative practice, and cultivate their artistic expression ability.

(2) Technology demonstration: show the technical points of art creation to students through personal demonstration or with the help of multimedia tools.

(3) Comments on works: make an objective and constructive evaluation of students' art works to help them improve and improve.

## 5. Classroom management skills

(1) Atmosphere creation: through language, music, environmental layout and other means, to create a relaxed and pleasant classroom atmosphere.

(2) Time management: arrange class time reasonably to ensure the integrity of teaching content and students' participation.

(3) Student interaction management: in group discussion, cooperative creation and other activities, effectively organize student interaction to ensure that every student can participate.

#### 6. Application skills of modern educational technology

(1) Multimedia teaching: skilled use of PPT, video, audio and other multimedia tools to enrich the teaching content and form.

(2) Digital art tools: master digital painting, virtual reality (VR), augmented reality (AR) and other technologies, and expand the means of aesthetic education teaching.

(3) Online teaching: it can use the online platform to carry out online aesthetic education teaching, and design activities and contents suitable for online learning.

#### 7. Evaluation and feedback skills

(1) Multiple evaluation methods: combining process evaluation and result evaluation to comprehensively evaluate students' aesthetic ability and artistic accomplishment.

(2) Personalized feedback: According to the characteristics and performance of students, provide targeted feedback to help them improve and grow.

(3) Teaching reflection: through reflecting on the teaching effect, constantly optimize the teaching design and implementation process. 8. Interdisciplinary integration of skills.

Li Xiaobo (2012) stressed that teachers of aesthetic education should adopt diversified teaching methods to stimulate students' artistic interest and creativity. Through situational teaching, cooperative learning, project-based learning and other methods, students can actively participate in the artistic creation and aesthetic experience, so as to improve their artistic literacy.

Wang Min (2015) mentioned that heuristic and interactive teaching methods can effectively stimulate students' thinking and innovative ability. In the

aesthetic education class, teachers should encourage students to actively express their opinions through questioning, discussing and displaying, so as to cultivate their critical thinking and independent thinking ability.

Wang Shihua (2020) mentioned that with the advancement of education modernization, aesthetic education teaching is also facing changes. Teachers should actively adapt to the trend of educational reform and explore new teaching methods, such as the application of information technology and interdisciplinary teaching mode, so as to cultivate students' innovative ability and cross-field artistic accomplishment.

Zhang Jun (2014) proposed that aesthetic education teachers should combine art with other disciplines and carry out interdisciplinary teaching. By combining art with literature, history, philosophy, etc., teachers can help students to understand art more comprehensively, and improve their cultural literacy and aesthetic ability.

In summary, the classification of teaching skills provides the direction and basis for teachers' teaching skills training. The government and schools make the training of teachers' teaching skills based on the actual class situation, links the training content with the actual teaching, pays attention to the improvement of teachers' problem-solving ability and the development of their own needs, highlighting the reality and future. After the birth of micro-teaching, scholars at home and abroad have explored a variety of training methods, most of them aim to improve teachers' teaching skills in the actual classroom, mainly improving the teaching skills of teachers and normal university students by means of imitation, internalization and peer feedback.

### **3. Professional Aesthetic Skills**

Gu Jiyun (2021) proposed that aesthetic education teachers should follow the law of education, combined with the characteristics of students' age and their physical and mental growth rules, apart from the utilitarian teaching purpose, enrich the work content of aesthetic education, innovate the practical form of aesthetic education, integrate the cultivation of beauty elements and aesthetic ability into the multi-disciplinary curriculum system. Teachers' basic aesthetic literacy into the course knowledge teaching, emotional language expression, artistic aesthetic understanding

and other aspects, enhance the appreciation, creativity and personality of teaching activities, make the different basic disciplines present their own unique aesthetic feeling, Strengthening and guiding the students' aesthetic psychological activities in the process of teaching interaction, To impart subject knowledge in the form of beauty and experience, establish a people-centered talent training mode innovation, Improve students' cultural understanding, aesthetic perception, art appreciation and creative practice literacy, Stimulate students' perceptual and intellectual power. Only in this way can the educational value of school aesthetic education be truly enhanced, and under the guarantee of the improvement of teachers' aesthetic education quality, the five education of school education can be promoted simultaneously, and the value pursuit of "educating people with aesthetic education" can be truly realized.

Du Wei(2022) proposed that aesthetic education teachers should master the skills of an art and the language of expression, including the skills of interpretation and creation. Aesthetic education teachers must have a certain level of artistic skills, including creation (including creation and adaptation) or performance skills. Aesthetic education teachers have a skill in art, which is not only helpful to carry out teaching, demonstrate for students and organize art activities, but also can arouse students' interest in art. However, we must understand why the artistic skills of school aesthetic education teachers are mainly served, whether to guide students to participate in the competition, to take awards, or to cultivate art candidates? These may all be niche needs. The teaching of art skills for all students is mainly to help students develop their interest in art, and more importantly, to help students master a unique language of art, so that they can go deep into art, accept the infiltration of excellent art, and understand the aesthetic and humanistic essence of excellent art works.

Eisner (2002) research, aesthetic education needs to teach students to master the technical skills of painting, sculpture, music, dance and other art forms. Teachers should ensure that students have a solid artistic foundation in teaching, and improve their technical level through repeated practice and artistic creation. Aesthetic education is not only the teaching of technology, but also the cultivation of students' emotional resonance ability of art works. Teachers of aesthetic education should help students understand the emotional level of artistic creation by explaining the

emotional background of artistic works, so as to stimulate their aesthetic experience and emotional identity.

Catterall (2002) pointed out that aesthetic education can promote the emotional development of students, and through the emotional transmission of artistic works, students can better understand the emotional state of themselves and others. Teachers should help students to find resonance points in art works and enhance their emotional identity and aesthetic ability.

Becker (2006) pointed out that aesthetic education teachers should not only teach students how to create art works, but also teach students how to evaluate and analyze art. Through critical thinking, students can have a deep understanding of the historical background, social significance and creative ideas behind the art works.

Freedman (2003) emphasizes that aesthetic education needs to cultivate students' ability of in-depth analysis of artistic works. Students should learn to interpret art from multiple angles and dimensions, and understand the symbolic meaning, creative background and the thoughts and emotions conveyed by the artist.

In summary, at present, most scholars in the academic field of aesthetic education teachers are mainly aesthetic education teachers in primary and secondary schools, and their professional skills are very different from the professional skills of aesthetic education teachers in higher vocational colleges. Teachers of aesthetic education in higher vocational colleges include not only teachers majoring in art, but also teachers majoring in pedagogy, Chinese language and literature, who may not be good at artistic skills. Then, combined with the professional characteristics of aesthetic education teachers in higher vocational colleges, their professional skills should include aesthetic skills, creativity, emotional communication skills and artistic language skills.

#### **4. Activity Management**

Lin Xiaohua(2008) introduced the program management system into the management of student activities, and organically combined the two to make the management of student activities more scientific, so as to guide student activities in a step-by-step and planned way. See the attached figure for the schematic diagram of the program management of student activities. The content of realizing the program management of student activities includes:

(1) Formulate a management system. The existing student activities can be divided into three situations: spontaneous activities, bidding activities and administrative designated activities. Spontaneous activities refer to the activities that the relevant departments of the school have no plan to carry out, but are proposed by the students according to their own needs at that time. Bidding activity refers to the activities that the relevant departments of the school plan to carry out in a certain period of time, but do not specify the individual or group responsible for the activity. Administrative designated activities refer to the activities that the relevant departments of the school plan to carry out in a certain period of time, and specify the specific individual or group responsible for the activity. For example, a large-scale art performance held by the school is designated to be undertaken by the school art troupe.

(2) Student bidding and expert review. In spontaneous activities and bidding activities, students must investigate the situation of the school and department, the regulations of relevant large-scale activities and the situation of the site before bidding. In addition, students' activity intentions, hot spots and needs should be investigated. After mastering the rich data, I will make a detailed plan for the time, place and scale of the activity, and then submit the plan to the program approval department to participate in the bidding. The program approval department shall organize experts to review the plan document. The feasibility, innovation, influence, budget, activity effect and emergency plan of the activity plan are demonstrated, and the best plan is selected.

(3) Mid-term assessment and conclusion. Conduct the mid-term evaluation of student activities, track the development of the activities, deal with emergencies, and avoid the uncontrollable situation in the activities. After the end of the activity, the person in charge of the activity is required to submit the final report, summarize the activity, put forward the success and shortcomings of the activity, summarize the experience, to provide a good reference for the future activities.

(4) Introduce risk assessment for student activity management. Just as programs in social and economic activities cannot be 100 percent successful, student activities also cannot be 100 percent successful. It is very important to introduce an effective mechanism that can timely foresee the serious problems that students will

encounter in their activities, and to objectively judge whether the activities should continue. When there is a crisis in the activity, we can detect it as early as possible, and pull back from the cliff, so as not to waste more human and material resources.

(5) Introduce a responsible person performance accumulation mechanism for student activities. In order to enhance the sense of responsibility of the program leader to undertake the program, the performance of the program leader in the organization activity was evaluated at the conclusion of each program. The results of the evaluation will be put on record as an important reference index for the next student to apply for the program.

(6) Comprehensive management of the activity funds. Cost and output are two important indicators of program evaluation. Any economic activity should pay attention to the ratio of input and output, and get better results at the lowest cost. This principle should also be applied in student activities. The program approval department carries out comprehensive management of the activity funds, and strictly checks the budget and payment links, so as to save the limited resources as much as possible while carrying out the activities smoothly.

Lin Shiji (2008) puts forward the following countermeasures for teachers to guide students' activities:

(1) Clear goal. First of all, the instructor should make clear the educational goal of carrying out activities as educators. Secondly, make clear the activity goal: display, performance or competition. According to the task target of the activity, use the "peeling onion target decomposition method" to decompose the task, formulate the corresponding strategy, put forward the corresponding requirements, implement the task and responsible person, and strictly check and implement. Activities as the carrier of the quality training, the target and the task is strong.

(2) Consistent commitment: There should be a common agreement when building a team to urge teachers and students to get closer to the goals. The killed use of motivation skills can help students better fulfill their commitments and strive towards goals.

(3) Good communication: in communication, skilled use of language skills, break through the psychological barrier, thinking collision, communication, can make communication to achieve more satisfactory results; pay attention to listening and

feedback, can deepen the impression and understanding of teachers and students; know how to respect others, can achieve mutual trust. Make good use of praise and criticism, praise can release a person's energy, mobilize enthusiasm. Criticism should pay attention to the occasion and the environment, to the matter is not to the people, taboo total denial, which will frustrate the enthusiasm of students and self-esteem, words and attitude should be friendly, sincere.

(4) Effective leadership: the influence of teachers comes from authority and authority, which can be given to teachers to implement leadership behavior. Reasonable use of authority should grasp the principle of more praise, less criticism, more guidance and frequent request. However, the establishment of prestige can make students consciously obey the management is composed of four factors: 1) good character; 2) outstanding ability; 3) profound knowledge; 4) deep feelings.

(5) Internal and external support: The smooth development of student activities requires the guidance and support of the superior leaders of the activity unit. The instructor should report to the relevant leaders and listen to suggestions before the activity. Then collect students' opinions in time, find problems, give feedback to the relevant leaders, and coordinate the solution. Internal support needs student cadres to play a leading role, with a positive attitude to influence students, students to strengthen the collective consciousness, play a good role of helping and supporting, enhance students' emotion and team cohesion.

(6) Mutual trust: Team members should show themselves that they work for the benefit of the team, not for their own benefit; build loyalty to the team as the responsibility; remain open, listen to students' feelings, provide psychological counseling; show the basic values, correct the collective values of the team, maximize students' ability, help students build confidence and enhance mutual understanding.

Liu Ting (2016) introduced the theory of team building into the field of student club activities management, and proposed that the following five factors are needed to organize effective student club activities:

(1) Goals: Team members need to have specific and clear goals. Team members should clearly understand their own community organization goals and know what they want to do. Members and members of the club can have their own small goals and big goals with the club, which can achieve a win-win way of killing

two birds with one stone, and take the lead in achieving the big goal of the team, while taking into account the small personal goals.

(2) People: The goal is just a symbol, and the realization of the goal needs to be done by people, so in the process of achieving the goal, the number of personnel is required and controlled.

(3) Team positioning: what position should university associations be in there should be a positioning for individuals, responsibilities and obligations. Make it clear what role the members play.

(4) Authority: The problem of the control and rights of the leader in a team, that is, the more or less control rights, will be affected by the development of the team for a period of time. It can be said that the more mature a team is, the weaker the ability to influence decisions, or the implication of other members, the control of the team is limited, and the power is distributed to each parts of the team; the more mature the team, the smaller the rights of the team is relatively concentrated.

(5) Plan: A series of detailed implementation plans need to be made for team goals.

The research of Chen Rongsheng (2009) shows that the primary task of the management of aesthetic education activities is to enhance students' aesthetic ability and artistic perception through the planned art education activities. Through classroom teaching, off-campus practice, art exhibition and other forms, students can have better contact with art and cultivate aesthetic interest. In summary, above scholars from the process of student activity management, the elements of student activity management has carried on the thorough research, according to the research results we can conclude that the activity goal setting, activity plan setting, activity allocation, activity summary, activity evaluation constitutes the teacher's student activity organization ability, provides the subsequent research for the research direction.

In the research of Liu Jianjun (2015), scientific aesthetic education activities should take into account students' age, interest, cultural background and psychological development characteristics. The content of the activities should be designed according to different educational objectives, which should be both artistic and educational.

Peng Li (2016) shows that evaluating the effect of aesthetic education activities should not only pay attention to students' skills mastery, but also pay attention to students' emotional experience and aesthetic understanding. Through multi-dimensional evaluation methods, such as students' self-evaluation, peer evaluation and teacher feedback, we can fully understand the students' harvest in aesthetic education activities.

Wang Zhimin (2017) proposed that the management of aesthetic education activities should not only pay attention to the content and form of art education, but also pay attention to the social value of art education, emphasizing that aesthetic education activities should serve the comprehensive development of students' body and mind, and promote them to form a correct world outlook, outlook on life and values.

Chen Rongsheng (2009) pointed out that the planning of aesthetic education activities needs to give full consideration to the diversity of students, including students' interests, personality differences and cultural background. The teaching content should be diversified to ensure that it can attract the interests of students from different backgrounds, and that the practical significance and educational value of the activities can be enhanced through combining with daily life and social practice.

Yang Junxia (2014) pointed out that the professional level of aesthetic education teachers in many schools is uneven, especially in grassroots schools. The cultivation and education ability of aesthetic education teachers is relatively weak, which restricts the development of aesthetic education activities.

Feng Tao (2015) stressed that, especially in resource-poor schools, there is a lack of sufficient artistic equipment and venues, which limits the development of aesthetic education activities and makes it difficult to meet the diverse artistic needs of students.

Du Wei (2024) proposed that aesthetic education teachers should have the ability of activity planning and organization, including: first, to plan and organize all kinds of activities of art clubs, such as performances, exhibitions, competitions, etc., to ensure the smooth progress of activities. Team management ability: to effectively manage the members of the art club, coordinate the relationship between students, and create a good team atmosphere. Resource integration ability: integrate resources

inside and outside the school to provide necessary support and guarantee for art associations. Second, have the ability to communicate and coordinate, including the ability to communicate with students: understand the needs and interests of students, establish a good teacher-student relationship, and stimulate students' enthusiasm for participation. Ability to communicate with the school: maintain good communication with school management and other teachers, and win the support for the art community. Ability to connect with social resources: to establish contact with art institutions and artists outside the school, to provide students with a broader platform for learning and practice. Third, innovation ability. Specifically, it includes activity content innovation: combining contemporary art and popular culture, designing novel activity content to attract students' interest. Activity form innovation: explore new forms of art activities, such as interdisciplinary art projects, digital art creation, etc., to enhance the vitality of art clubs.

Sha Jiaqiang (2024) The management of aesthetic education activities mainly include:

1. Activity planning and design

- (1) Goal setting: According to the goals of aesthetic education and the characteristics of students, set a clear activity goals.

- (2) Content design: design diversified activities, such as art exhibitions, artistic performances, workshops, etc.

- (3) Formal innovation: combine modern technology (such as VR, AR) and interdisciplinary elements to innovate the form of activities.

2. Resource integration and allocation

- (1) Integration of school resources: make full use of the schools' art teachers, facilities and equipment.

- (2) Introduction of off-campus resources: cooperate with art institutions and artists to introduce high-quality resources.

- (3) Fund and material management: reasonable planning of activity budget to ensure the effective use of resources.

3. Organization and implementation of activities

- (1) Division of labor: Clarify the division of labor and responsibilities of the activity organization team to ensure the smooth progress of the activity.

(2) Time management: Make a detailed schedule to ensure that the activities are promoted as planned.

(3) Safety guarantee: formulate safety plans to ensure the safety of activities.

#### 4. Publicity and promotion

(1) On-campus publicity: Attract students to participate through posters, campus radio, social media and other publicity activities.

(2) Off-campus promotion: to enhance the influence of the activity through media reports and publicity by cooperative organizations.

#### 5. Evaluation and feedback

(1) Process evaluation: collect feedback from students and teachers during the activity, and adjust the activity arrangement in time.

(2) Outcomes evaluation: After the activity, the effect of the activity will be evaluated through questionnaire survey and interview. Summary and improvement: According to the evaluation results, summarize the activity experience, to provide a reference for the future activities.

In summary, the management of aesthetic education activities is a complex and multi-dimensional process, which requires the joint efforts of teachers, schools and educational administrative departments. From planning, implementation to evaluation and feedback, we should pay attention to students' personalized development and the improvement of their comprehensive quality. Although we are still faced with teachers, resources and other challenges in practice, but through reasonable strategies and innovative education methods, we can effectively improve the quality and effect of aesthetic education activities, and further promote the goal of the all-round development of students.

## 4. Principles and Methods of Teacher Development

### 4.1 Adult Learning Theory

#### 1. Andragogy

Malcolm Knowles(1980), the professor of education at Boston University, proposed the new concept of Andragogy to distinguish traditional adolescent school pedagogy (Pedagogy). Andragogy, the term comes from Europe,

defined by Knowles as “art and science that helps adults learn”. This concept was subsequently widely adopted as a landmark concept defining adult education and distinguishing it from other areas of education.

Adult learner research is the foundation and starting point for Knowles to construct the adult learning theory. Knowles(1980,1984) proposed that adult learners have unique needs and characteristics that set them apart from children. His key assumptions about adult learning include:

(1) Self-concept: As people mature, they move from being dependent learners to being more self-directed.

(2) Experience: Adults bring a wealth of personal experience to the learning process, which can be a rich resource for learning.

(3) Readiness to Learn: Adults are more ready to learn things that have immediate relevance to their personal or professional lives.

(4) Orientation to Learning: Adult learning is problem-centered rather than content-centered. Adults prefer to learn things that are applicable to real-world issues.

(5) Motivation to Learn: While adults are internally motivated by factors like personal growth and career development, external motivations like job advancement or recognition also play a role.

Knowles proposed a model for adult education program development, including steps such as project design, implementation, and outcome assessment. According to the characteristics of adult students, Knowles suggested that the environment of the classroom should be considered both physically and psychologically. Students feel accepted, respected and supported There should be an atmosphere for teachers and students to explore together and learn from each other. In addition, Knowles also proposed the “Learning Contract” technology, that is, according to the different characteristics and needs of students, teachers and students should sign a document before the start of learning, which indicates the students’ learning content, methods, time arrangement and result evaluation. The purpose of making the learning contract is to guide adult students to take the initiative to learn and take responsibility for their own learning. This technology is still widely used in the field of adult education and training.

Based on these assumptions, Knowles(1984) outlined key principles of andragogy that guide the design of adult learning experiences:

(1) Adults need to be involved in the planning and evaluation of their learning. This emphasizes the importance of learner autonomy, with adults taking an active role in determining the learning goals and methods.

(2) Adults' experiences provide a rich resource for learning. Learning activities should encourage adults to share their experiences, reflections, and ideas to enhance the learning environment.

(3) Adults are most interested in learning things that have immediate relevance to their work or personal life. Education should focus on practical, real-world applications.

(4) Adults are motivated to learn by internal factors. Educators should design learning experiences that foster intrinsic motivation by making the learning personally meaningful.

(5) Learning is more effective when it is problem-centered rather than content-centered. Adults engage better when the focus is on solving problems, rather than simply acquiring theoretical knowledge.

Houle (1996) indicated that education is essentially identical regardless of location or time. Andragogy stands out as the most learner-centric approach in adult educational programming. The key point is that andragogy has made educators aware that they should engage learners in as many facets of their education as they can and in establishing an environment where they can learn most effectively. Cyril Houle appears to advocate for a focus on the teaching-learning context.

## **2. Self-Directed Learning**

Allen Tough(1967) explores the concept of self-directed learning (SDL), specifically focusing on how people engage in learning activities outside of formal educational settings. Tough's study provided valuable insights into how individuals learn on their own, without structured guidance or formal teaching. Tough's research highlighted that a significant amount of adult learning occurs independently, without the need for formal instructors. He refers to this as "learning without a teacher" or self-directed learning. This type of learning often arises from personal needs or goals, such as career development, personal interests, or specific skill acquisition. He

distinguished between formal and informal learning, focusing particularly on informal learning, where adults engage in activities such as reading, watching videos, or practicing skills independently. This type of learning can be just as effective, if not more so, than traditional, classroom-based education. Tough emphasized that adults who engage in self-directed learning are typically internally motivated. They are driven by personal needs, interests, or professional goals. Motivation is seen as a key factor in the effectiveness of self-directed learning. Tough explored the processes involved in self-directed learning. He found that individuals typically follow a structured process when learning independently:

- (1) Identifying a learning need or desire.
- (2) Setting learning goals.
- (3) Finding resources (books, videos, internet and so on).
- (4) Engaging in the learning process (through trial and error, experimentation and so on).
- (5) Assessing progress and adjusting the learning approach if needed.

Knowles(1975) defines self-directed learning as a process in which learners take the initiative in diagnosing their learning needs, formulating learning goals, identifying resources, selecting and implementing learning strategies, and evaluating their learning outcomes. The adult learning model is a self-directed learning, a proactive learning method . Teachers are no longer the center of teaching. The teacher's responsibility is to pay attention to the progress and development of learners, provide learning resources for learners, and work with learners to find the best learning method. Knowles(1975, 1989) believes that there are three reasons that determine that adult learning mode is self-directed learning: first, self-directed learning conforms to the natural law of human psychological development. Adults are mature physiological and psychological individuals, with independent personality and strong self-concept, who can make independent decisions and take self-responsibility. However, not every adult can do self-directed learning. Before adults participate in the study, on the one hand, they have the psychological need of self-directed learning, and on the other hand, they have the thinking set of dependent learners formed in school. Therefore, the task of teachers is to emancipate the adult mind, let adults from the resistance and pressure to learn. Second, self-directed learning can achieve better

learning results. Adults are more interested in controlling the learning process and have the initiative in learning, so they are more interested in participating in learning and maintain the initiative in learning. Third, adult learners are responsible for their own learning. In the field of adult education, the purpose of education is not to transmit knowledge, but to master skills. Therefore, adult education should change their learning concept and attitude. "The ultimate goal of a school is to actively and effectively invest in self-directed learning in the process of realizing self-directed goals"

George Grow(1991) outlines a stage approach to teaching self-directed learning (SDL). His model focuses on how educators can help learners transition from being dependent on others for instruction to becoming fully autonomous, self-directed learners. Grow's work is significant because it provides a practical framework for educators seeking to guide learners in developing self-directed learning skills. Grow proposed a four-stage model for developing self-directed learning skills, aimed at progressively increasing the learner's autonomy. The stages are based on the learner's competence and motivation to learn independently. As learners advance through these stages, they take on greater responsibility for their own learning.

(1) Stage 1: Dependent Learner

In this stage, learners are highly dependent on the teacher for direction and support. They rely on the teacher to provide structure, content, and clear instructions. The teacher is the main authority figure, and learners may struggle to take initiative or make decisions regarding their learning process.

(2) Stage 2: Interested Learner

In this stage, learners begin to take an active interest in learning and become more motivated. They still require substantial guidance but may show more initiative in their learning. At this stage, learners may start setting small personal learning goals and seek resources beyond those provided by the teacher.

(3) Stage 3: Involved Learner

Learners in this stage show greater autonomy and involvement in the learning process. They actively engage in learning activities, collaborate with peers, and seek additional resources. The teacher's role becomes less about providing direct

instruction and more about guiding the learners as they become more capable of managing their own learning.

#### (4) Stage 4: Self-Directed Learner

At this final stage, learners are fully autonomous. They independently set learning goals, identify resources, select methods, and assess their own progress. The teacher's role is to provide feedback and support as needed, but the learner is in charge of their own learning journey.

Merriam, S. B. (2001) summarized the goal of self-directed learning based on the literature. The goals of self-directed learning vary: Self-directed learning should have as its goal the development of the learner's capacity to be self-directed. A second goal is the fostering of transformational learning. The third goal for self-directed learning is the promotion of emancipatory learning and social action.

### **3. Transformational Learning**

Transformational Learning Theory, developed by Jack Mezirow (2000), is one of the most influential theories in adult education. The theory describes how adults change their perspectives and worldviews through reflective learning experiences. Unlike other forms of learning, transformational learning involves a profound shift in how individuals interpret their experiences and make sense of the world around them. The core idea of transformational learning is perspective transformation. Mezirow suggests that adults undergo deep, fundamental shifts in the way they view themselves, others, and the world. This shift is not just about learning new information, but about rethinking and reinterpreting past experiences, assumptions, and beliefs. This transformation often occurs when individuals critically reflect on their long-held assumptions, leading to a change in their worldviews. Transformational learning often begins with a disorienting dilemma. This is a life experience or event that challenges a person's existing beliefs and worldview, forcing them to confront something that does not fit within their current way of thinking. The dilemma causes discomfort, uncertainty, and confusion but also becomes the catalyst for deep learning and change. A disorienting dilemma can come in many forms, such as a personal crisis, encountering new perspectives, or experiencing a significant life event (e.g., a health diagnosis, cultural exposure, or a personal loss).

Taylor, E. W., & Snyder, M. J.(2012) work on transformational Learning has enriched the foundational theory developed by Mezirow, offering a more nuanced view that includes social, cultural, emotional, and power-related dimensions of the learning process. By recognizing the importance of emotions, identity, and social contexts, their contributions have expanded the scope of transformational learning, making it a more holistic and dynamic approach to understanding how adults learn and grow. Their work continues to inform adult education practice, particularly in areas related to social justice, leadership, and community development.

Brookfield(2001,2005) work in transformational learning builds upon Jack Mezirow's foundational theory by emphasizing the critical role of critical reflection, social context, power dynamics, and the role of the educator in the process. Brookfield's theory highlights that transformational learning involves not just cognitive shifts but also emotional, social, and political changes. By engaging in critical reflection and challenging deeply held assumptions, individuals can transform their worldview and use their learning as a tool for social change and empowerment. Brookfield proposed seven “learning tasks” embedded in a critical learning theory:

- (1) Identifying assumptions: Recognize the beliefs and assumptions you hold.
- (2) Recognizing the sources of assumptions: Explore where these beliefs come from.
- (3) Examining the impact of assumptions: Analyze how your assumptions affect your life and interactions.
- (4) Questioning the validity of assumptions: Challenge whether these beliefs are still valid or useful.
- (5) Changing perspectives: Shift your understanding and perspective about yourself and the world.
- (6) Re-evaluating previous knowledge: Reconsider earlier knowledge and integrate new insights.
- (7) Taking Action: apply your transformed understanding to make a difference in your life or community.

In summary, before the middle of the 20th century, due to the immature theoretical research of adult education, adult education practice was basically carried out under the theoretical guidance of general pedagogy, which is almost the only

teaching mode that can face all educational objects and educational forms. Knowles, Allen Tough, Mezirow and other scholars from the characteristics of adult learners, caught the adult learning teaching object, namely the adult learners, the source of adult learners as the center, to meet the individual realization of adult learners for the purpose, based on the concept of humanism build adult learning theory, for adult learning theory study made a pioneering contribution.

#### **4.2 Principles of Teacher Development**

McCall, Lombardo, and Morrison(1988) developed the 70:20:10 Learning Model:

(1) The 70% component of the 70:20:10 model is closely aligned with McCall's research on learning from experience. McCall argued that experiential learning is the most significant factor in executive development, which is reflected in the 70% of the model focused on learning through doing.

(2) The 20% aspect of social learning, or learning from others, is also present in McCall's findings. Mentorship, feedback, and peer interactions are critical for executives to process their experiences and improve their leadership skills.

(3) The 10% of formal learning—while acknowledged as useful—was seen as the smallest contributor to real leadership development. McCall's research underscored that formal training is a necessary foundation but not as effective as hands-on experience and social learning in developing leadership skills.

Lombardo and Eichinger (1996) stated that the personnel development model according to the 70:20:10 framework is to develop personnel to develop their own potential, as follows:

(1) 70% Experiential Learning: Much of the book focuses on learning by doing, with an emphasis on developmental assignments and real-world challenges. This mirrors the experiential learning portion of the 70:20:10 model, where individuals are encouraged to develop their skills through hands-on experience.

(2) 20% Social Learning: Lombardo and Eichinger stress the importance of feedback and mentorship, which aligns with the social learning aspect of the 70:20:10 model. The 360-degree feedback process, in particular, supports learning through others.

(3) 10% Formal Learning: While the book's emphasis is on experiential and social learning, it acknowledges the importance of formal training (though to a lesser extent) in helping individuals develop the competencies required for career advancement.

Huang Hui (2018) pointed out that the Learning Model 70:20:10 was put forward by Morgan McCall, Robert W. Eichinger and Michael M. Lombardo. Later in the "build a career development plan" formally put forward. The law is on the premise of thinking about various reasons, pointed out that 70 percent of the study mainly comes from a variety of work and life experience and problems can be solved, which is a crucial point. Twenty percent of the study is mainly based on the actual work with their own excellent people as the goal of continuous learning, the remaining ten percent is the formal learning and training. Learning rules mainly include four aspects, the subject is the first, practice is the basis of a "cut", and feedback is also essential, learning resources are the source.

Huawei In 2014, the enterprise carried out a subversive innovation on the internal training system, cancelled the inherent training mode of teaching teaching and network classroom, and adopted the Learning Model 70:20:10 to conduct induction training for new employees. The training rule emphasizes that "true knowledge comes from practice", points out that 70% of the improvement of ability comes from practice, and encourages employees to learn from practice: 20% comes from the help of mentors. The "tutorial system" stipulates that only two mentors are allowed to bring students at most: 10% comes from real classroom learning. Similarly, Microsoft also attaches great importance to the learning and growth of its employees. It has a Learning Model 70:20:10 career development experience model, which deeply integrates the essence of today's organizational learning and enterprise training, and can be described as a classic in the industry. Microsoft's Learning Model 70:20:10 points out that 70% of experience comes from practice, employees test knowledge and ability at work, learn and summarize while working; 20% of experience is obtained by referring to the good practices of others, learn from the examples around them, and grow in the process of communication. 10% of the experience came from routine training.

The Learning Model 70:20:10 of international talent training emphasizes that 70% of employees' ability improvement and learning development comes from practical learning, Such as experiencing the real work scene and work process, Simulation to solve real work tasks and work problems, Adhere to the basis of practice, Drawing nutrition from practice, Improving knowledge and skills: 20% comes from interactive learning, Such as student interaction and team research, Tutor feedback and guidance, inter-student feedback and guidance, Work with the role model (such as experienced or competent trainees) and observe and learn from role model, This process allows us to understand our strengths and identify the gap between our role models, Help you realize your ideal self: 10% comes from course learning, Learn theoretical knowledge and information knowledge by lecturers and self-study. Only by realizing the organic integration of these three types of different learning methods, can we accelerate the improvement of the training effect and maximize the training effect.

Most of the foreign top 500 foreign enterprises adopt the Learning Model 70:20:10 talent training mode, such as Microsoft, Google, Apple, Samsung and other enterprises adopt the Learning Model 70:20:10 talent training and development model. This model mainly means that the working ground is the most real training ground, 70% of the improvement in employee ability comes from "learning at work", Test of knowledge and ability at work, While working, while learning, and while summarizing, Summary and refining thinking, To draw on the lessons learned, Is a very good way to train; 20% from "learning from others", 20% of experience gained by referring to people's good practices, Learn from others, Listen to and share, Learning experience, Standing on the shoulders of the giants, Growth during the communication process; 10% from "formal training" is for the first two, Participate in formal training, for oneself and for the long-term interests of the company, It is the last 10% of self-improvement.

Wu Zhenli (2012) put forward the basic viewpoint of the Learning Model 70:20:10 teaching development as the theoretical basis and the development theory of self-guiding teachers' teaching development. He pointed out:

(1) Wide-area practice is the main basis for teachers' teaching development. At a 70% degree, learning comes from experience, task and problem

solving in real life and work. The above all belong to the edge of practice, practice, approximation of practice or extension of practice, all have practical characteristics or near practice characteristics, and belong to wide area practice. Wide area practice is very important, is the main basis for promoting the development of teachers' teaching, is the cornerstone and fertile soil of teachers' teaching development.

(2) Colleagues and other relevant persons are important resources for teachers' teaching development. Teaching development comes largely from teachers working with other role models and observing and learning from them. Relevant others around the teachers, especially their colleagues, mentors and leaders, are the main source of nutrition for their learning. In order to promote the development of teaching, it is necessary to establish safe, healthy, reliable, appreciated and supportive interpersonal relationships, build a sincere, transparent and active learning community, and promote the communication, interaction and dialogue between teachers, so that teachers can get more support and help from leaders, mentors, colleagues, coaches and friends.

(3) Feedback is the adjustment and propeller of teachers' teaching development. Feedback is the response, confirmation and evaluation of teachers' learning and teaching development, which is conducive to promoting the development of teachers' teaching development. It should provide feedback timely and appropriately, objectively, scientifically and comprehensively, and provide positive, continuous and positive feedback.

(4) Self is the power source of teachers' teaching development. In order to continuously, quickly and effectively realize teaching development, it is necessary to fully mobilize the enthusiasm, initiative and creativity of teachers, and develop and mobilize the teaching development power to the maximum extent, so as to give full play to the main role of teachers.

(5) External support is a driving field for teachers' teaching development. In order to promote the effective and rapid realization of teaching development of teachers, it is necessary to create an external environment of support and promotion, and create a strong power field, so that teachers yearn for teaching development and want to it.

(6) Scientific, practical and feasible planning is the drawing of teachers' teaching development. 721 " Learning rules and self-directed learning process of the general and overall situation, taking into account the self and external support, taking into account the reality of self-analysis and ideal self-establishment, fully analyze the reality and possibilities, clearly reveal the goal and action path. The self-guided learning process is practical, because it grasps the root of teachers' learning, fully considers and uses the role of "practice and important others around", realizes the importance of self-guided learning for teachers' teaching development, and designs a self-guided learning process.

In summary, from studying the competence of aesthetic teacher development from various academics, the researcher can conclude that there are 3 formats used to develop competence of aesthetic teacher: 1) learning by experience, 2) learning by others, and 3) learning by programs.

#### **4.3 Methods of Teacher Development**

Somkid Bangmo (2004) mentioned that approaches of aesthetic teacher's competence development refers to the process of transferring knowledge, skills, and attitudes to personnel undergoing training. through the process which is the following training techniques

(1) Lecture is a lecture given by a knowledgeable lecturer. Expertise or experience According to the topic guidelines established by the organization to be used as a guideline for personnel development.

(2) Coaching is an introduction to how to perform a job correctly. Procedures may be taught individually or in small groups. The content used in teaching will be considered according to the suitability of each individual or group of people.

(3) Brainstorming is a form of expressing opinions on topics or issues using group meetings. And give everyone an opportunity to freely express their opinions and help each other conclude in the end that it is a characteristic of using creative thinking to solve problems.

(4) Small group meetings are a form of considering issues. It may be the same problem or different. By dividing trainees into small groups of approximately 2-6 people each, with lecturers available to assist in each group.

(5) Case Study is a type of creating a situation gathered from actual events and allowing trainees to study. Analyze and summarize approaches to solving problems. Under the circumstances that are closest to the truth The results from the case study can be applied to work in real situations.

(6) Forum is a technique used for large group meetings. The lecturer is the lecturer. For listeners, they can ask questions and express their opinions. This gives attendees the opportunity to express their opinions and participate in the training.

(7) Management Games is a technique for organizing activities in the form of competition among groups of people. in order to achieve one of the objectives which creates realistic situations or simulations In general, this is a topic about communication, decision making, planning, leadership, human relations.

(8) Role Playing is a training technique in which trainees are required to role play a set role in a realistic situation. The story outline is specified and trainees are asked to act according to their roles in the given story and have participants participate. Trainer training Or the observer is the one who analyzes and proposes solutions.

(9) Seminar is a meeting to jointly express opinions and guidelines for solving problems together among those who perform the same work or have similar work characteristics and have the same problems in performing the work. Everyone joins in expressing their opinions. After that, the results of the subgroup discussion will be presented to the general meeting.

(10) Field Trip: takes trainees to study outside the field. To allow trainees to encounter real situations that have been prepared well in advance.

(11) Workshop is a training that allows trainees to learn both theory along with actual practice. The format is generally lecture-based. Provide basic knowledge first and then allow trainees to actually practice.

(12) Sensitivity Training is a training method that allows trainees to use behavior that occurs in the training room as an example. then link it to other behaviors while working in organizations, it is an activity to train the senses to understand others by observing other people's gestures. By trying to create an atmosphere while training. To allow each trainee to reveal his or her own personality. There is an

analysis of each individual's erroneous behavior. Provide an opportunity to experiment and correct erroneous behavior and have an evaluation.

(13) Use of recreational activities aimed at changing attitudes and building relationships as well as creating fun during training. By having trainees join together in fun activities such as singing, clapping, playing games, emphasizing group activities and group participation.

Loucks-Horsley, Susan (1987) discusses various models of professional development, stressing that development activities should be engaging, meaningful, and aligned with the needs of teachers. She critiques traditional "one-shot" workshops or seminars, arguing that they often do not lead to long-term changes in teaching practices. Instead, she advocates for long-term, sustained development that allows teachers to practice, receive feedback, and reflect. For example: Peer observations and coaching can be valuable strategies for ongoing development. Study groups and communities of practice encourage collaboration and shared learning.

(1) Teacher as researcher. Involving teachers in research is a unique approach to teacher training. Teachers participated in research in a meaningful way, and researchers found that the gap between research and practice was significantly narrowed by working closely with teachers, not only conducting research but also defining research questions. Teacher trainers learn that teachers not only find important solutions when identifying and answering their most pressing questions, but are also energized by the challenges.

(2) Implementing innovative practices. Using innovative methods is an exciting way for teachers to acquire new knowledge and skills, while students can benefit from new textbooks, strategies and learning environments. When researchers use the term "innovation", they mean something that is novel to those who are going to use it. When researchers use the term "practice", they consider any teaching, curriculum, or management approach that can be defined by a set of behaviors.

(3) Clinical supervision. Teacher guidance provides teachers with the opportunity to become partners in the teaching supervision process. The teacher and the instructor build a collaborative partnership, in which they focus on analyzing the teaching skills the teacher applies in the classroom. The goal of this process is to maintain and upgrade these skills.

(4) Peer coaching. Through peer coaching, teachers are formed into long-term training programs, such as cooperative learning and Hunter's ITIP (putting teaching theory into practice). These paired teachers participate in training to clarify that they will use their knowledge together, aiming to promote personal change, remove barriers, and encourage new approaches.

(5) Advising teachers. Teachers are leading teachers, staff development partners, or experts who continue to work with teachers in schools, who assist teachers to improve teaching skills, build new curriculum systems, or explore the application of new research and development results in the classroom.

(6) Mentoring beginning teachers. Generally speaking, the mentor is an experienced adult who develops a friendship with and instructs a less experienced adult. In this process, mentors can play multiple roles: teachers, coaches, role models, talent educators, sponsors, protectors, and the people who open the door to opportunity. Ideally, the term mentor refers specifically to those who serve in multiple roles.

(7) Teachers' centers. Teachers' centers are professional development structures operating within a school or district, or between collaborating organizations such as schools, colleges, teachers' associations, and businesses.

(8) Teacher institutes. Teacher institutes is an intensive learning experience, often designed to achieve in-depth content understanding and career updating. They may demonstrate new thought patterns about school subjects or alternative student learning engagement methods. Whatever the focus is, it is the intensity of learning that best reflects the characteristics of the workshop as a way to professional development.

(9) Networks. A network is a professional community organized around common themes or goals, characterized by the exchange of information. Members demonstrated spontaneity, flexibility, and informality in their interactions with other network members. An open and sharing atmosphere helps members see each other as partners in solving problems together and are willing to ask them for help.

(10) Partnerships. The idea of partnerships to promote professional growth is based on the belief that the quality and effectiveness of the education system is the responsibility of society as a whole, not just the school. School administrators,

teachers, and university professors are increasingly recognizing themselves as part of a common professional identity and building a common vision of educational excellence across society. To ensure the effectiveness of the cooperation, a true two-way communication of resources and knowledge must be achieved.

(11) Training of trainers. The training-of-trainers approach has been a great success in schools, human services, and business. It provides an efficient strategy, for updating large numbers of people at work, and for providing a new educational role (adult trainer) for professionals who have a wealth of knowledge to share with colleagues. The most cost-effective way to improve employee skills is to invest in local trainers who can work closely with their employees.

(12) Individually guided. In the context of individual guidance, teachers will examine their strengths and weaknesses based on formal or informal performance evaluations; identify areas to improve or develop; develop personal strategies to achieve professional growth or improvement goals; and continuously evaluate their progress and performance in professional growth goals.

In summary, from studying approaches aesthetic teacher's competence development from various academics, the researcher can conclude that there are 4 approaches to develop aesthetic teacher's competence: 1) practice in workplace, 2) coaching, 3) mentoring, 4) training, 5) workshop.

#### **2.4.1 Practice in Workplace**

Practice in the workplace refers to the continuous application and refinement of skills, knowledge, and competencies as individuals perform their daily job responsibilities. It encompasses all activities that contribute to learning and professional development directly through the work environment, whether it's performing core job tasks, collaborating with colleagues, or engaging in feedback and reflection. This concept is integral to employee development and ensures that skills are not just acquired theoretically but honed through hands-on experience.

In the context of teachers or educators, practice in the workplace focuses on how they improve their teaching abilities, adapt to student needs, and develop professionally while working in a classroom or educational setting. Here's a breakdown of how practice in the workplace unfolds for teachers and why it's essential to their ongoing development:

### (1) Learning by Doing

**Classroom Interaction:** Teachers learn most effectively through their direct interactions with students. The daily tasks of planning, delivering lessons, managing classrooms, and assessing student work allow teachers to apply their knowledge and improve through practice. For example, a teacher may practice new classroom management strategies or use different methods for student engagement.

**Experimentation and Adaptation:** On-the-job practice allows teachers to experiment with different teaching methods, instructional strategies, and resources. Teachers may try new activities or adapt their lesson plans based on how well students understand the material, refining their techniques as they go.

### (2) Real-Time Feedback

**Student Feedback:** Teachers receive immediate feedback from students based on their reactions to lessons. If students struggle to grasp a concept, a teacher can quickly recognize the need for an alternative approach. Similarly, positive student engagement provides valuable confirmation that teaching methods are working.

**Peer and Administrative Feedback:** Teachers also receive feedback from peers and school administrators through formal observations, professional development reviews, or classroom evaluations. Feedback helps identify strengths and areas for growth.

**Self-Reflection:** Teachers often engage in self-reflection after lessons to evaluate their own performance. Reflecting on what worked, what didn't, and how they can improve enhances their ability to refine their practices over time.

### (3) Skill Development through Repetition

**Routine Teaching Tasks:** By repeatedly engaging in teaching tasks such as lesson planning, grading, and assessment, teachers gradually become more efficient and effective in their work. Repetition allows teachers to fine-tune their methods and develop deeper expertise in their subject areas.

**Time Management:** Teachers refine time-management skills by juggling lesson plans, grading assignments, preparing for meetings, and managing classroom activities within the constraints of the school day. Over time, they develop better strategies for handling time effectively.

### (4) Adaptation to Changes

**Curriculum Changes:** Teachers often face changes in the curriculum or school policies. Adapting to these changes provides opportunities for practice in adjusting lesson plans, instructional methods, and assessment strategies to meet new requirements or standards.

**Technology Integration:** The increasing use of technology in education requires teachers to learn new tools and platforms. On-the-job practice helps teachers learn how to effectively integrate digital resources such as learning management systems (LMS), interactive whiteboards, and online assessments into their teaching.

**Cultural Sensitivity:** Teachers also practice adapting to the diverse cultural, social, and linguistic needs of students. By adjusting their teaching methods to ensure inclusivity, teachers develop skills in cultural competence and differentiation.

#### (5) Problem Solving

**Managing Classroom Challenges:** Every classroom presents unique challenges. Teachers develop problem-solving skills through their on-the-job experiences, addressing issues such as disruptive behavior, disengagement, or varying student abilities. Over time, they become more adept at handling these challenges with effective strategies.

**Addressing Learning Gaps:** Teachers often encounter gaps in student learning that require them to modify or create new resources to support student understanding. The ability to identify these gaps and design interventions is a key component of on-the-job practice.

#### (6) Managing Workload and Stress

**Balancing Teaching and Administrative Duties:** Teachers practice balancing teaching responsibilities with administrative tasks, such as grading, meeting with parents, and attending faculty meetings. The ability to manage this workload is developed through on-the-job practice.

**Stress Management:** Teachers also face the challenge of managing stress, whether it's related to student behavior, workload, or the demands of the job. Over time, they develop strategies for coping with stress and maintaining a healthy work-life balance.

In summary, practice in the workplace is essential for teachers as it enables them to grow and develop their skills in a real, dynamic setting. Through hands-on experience, collaboration, feedback, and reflection, teachers refine their teaching methods, problem-solving abilities, and classroom management strategies. This continuous process of learning on the job helps educators stay adaptable, responsive, and effective, ultimately improving student outcomes and contributing to their own professional growth.

### **2.4.2 Coaching**

Coaching is a process designed to help individuals improve their skills, performance, and overall development through personalized guidance, feedback, and support. It is often used in the workplace, including education, to enhance professional growth, build confidence, and address challenges. In education, coaching plays a crucial role in teacher development, as it helps educators refine their practices and achieve greater success in their classrooms.

#### **Key Elements of Coaching**

(1) **Personalized Support:** Coaching involves one-on-one or small group sessions between a coach and the individual (the “coachee”). The focus is on understanding the coachee’s specific needs, challenges, and goals. In a teaching context, this might mean addressing specific teaching practices, classroom management strategies, or student engagement techniques.

(2) **Active Listening:** A key skill for coaches is active listening. Coaches listen attentively to understand the coachee’s perspectives, struggles, and aspirations. This helps build trust and rapport, which is vital for creating a safe and open environment where the coachee feels comfortable sharing challenges and seeking feedback.

(3) **Goal Setting:** Effective coaching often begins with setting clear, achievable goals. The coach helps the coachee articulate what they want to accomplish and defines the steps required to reach those goals. In an educational setting, this could involve goals such as improving lesson delivery, enhancing student participation, or adopting new instructional methods.

(4) **Feedback and Reflection:** Constructive feedback is a fundamental component of coaching. The coach provides actionable insights and suggestions based

on observations and discussions. The coach also encourages the coachee to reflect on their actions and outcomes, helping them to identify areas for improvement and celebrate successes.

(5) **Skill Development:** Coaching is a tool for skill enhancement. Coaches help individuals strengthen existing skills or acquire new ones by offering targeted strategies, resources, and practice opportunities. For teachers, this might include developing new teaching strategies, refining classroom management techniques, or enhancing their use of technology in the classroom.

(6) **Encouragement and Motivation:** Coaches serve as motivators, encouraging their coachees to take on challenges, build confidence, and stay committed to their goals. Positive reinforcement and recognition of progress help individuals remain motivated throughout the coaching process.

(7) **Action Plans:** After identifying areas for growth, the coach works with the coachee to create a personalized action plan. This plan outlines specific steps and strategies for addressing challenges, improving performance, and achieving goals.

(8) **Ongoing Support:** Coaching is not a one-time event. It often involves multiple sessions over a period of time, allowing the coach to provide consistent support and adjustments to the action plan. Regular follow-up sessions ensure the coachee is on track and allows for the refining of strategies as needed.

### **Types of Coaching in Education**

(1) **Instructional Coaching:** Instructional coaching is specifically designed to improve teaching practices. Coaches observe classroom activities, provide feedback, and offer strategies for improving instructional techniques.

(2) **Mentoring:** Mentoring typically involves an experienced educator guiding a less experienced teacher. It is a more long-term relationship where the mentor offers advice, shares experiences, and provides emotional support.

(3) **Leadership Coaching:** Leadership coaching is aimed at enhancing the leadership skills of educators in positions such as school principals, department heads, or team leaders. The goal is to support school leaders in creating positive school cultures, managing staff, and making strategic decisions.

(4) Peer Coaching: Peer coaching occurs when teachers at the same level of experience collaborate to share insights, observe each other's teaching, and provide mutual feedback. It emphasizes collaborative learning among colleagues.

### **Benefits of Coaching in Education Enhanced Teacher Performance**

Coaching helps teachers improve their instructional practices by providing them with the tools, strategies, and support to make meaningful changes in their classrooms. Teachers who receive coaching are better equipped to address challenges and improve their effectiveness in reaching students.

(1) Professional Development: Coaching offers a continuous learning process where teachers grow through reflective practice, feedback, and targeted skill-building. It allows for personalized professional development, which is often more effective than one-size-fits-all workshops or training sessions.

(2) Increased Teacher Confidence: Teachers who engage in coaching often experience a boost in their confidence, as they receive positive feedback, learn new strategies, and experience success in implementing them. Increased confidence leads to more effective teaching and a greater willingness to try new approaches.

(3) Improved Student Outcomes: By improving teaching practices, coaching directly impacts student learning and performance. Teachers who are more confident and skilled in their roles can create more engaging and effective learning experiences, leading to better academic outcomes for their students.

(4) Strengthened School Culture: Coaching fosters a culture of collaboration, continuous improvement, and professional support within schools. Teachers feel more supported and valued, which can contribute to a positive, growth-oriented school climate.

(5) Tailored Support: Coaching is individualized, meaning teachers receive support that is specifically designed for their needs and challenges. This personalized approach increases the likelihood of success in overcoming obstacles and achieving professional goals.

(6) Sustained Improvement: Since coaching focuses on ongoing support and reflection, it helps foster long-term improvement rather than quick fixes. Teachers who engage in regular coaching sessions are more likely to see sustained growth in their skills and effectiveness over time.

### **The Coaching Process**

(1) **Initial Assessment:** The coaching process often begins with an assessment of the teacher's current strengths, challenges, and goals. This could include classroom observations, discussions about teaching methods, and feedback from students.

(2) **Goal Setting:** Based on the assessment, the coach and coachee collaboratively set clear, specific goals for improvement. These goals should be achievable, measurable, and aligned with the teacher's overall professional development needs.

(3) **Action Planning:** The coach helps the teacher create a plan with specific strategies and steps to achieve their goals. This might involve developing new instructional techniques, incorporating feedback into lessons, or refining classroom management approaches.

(4) **Implementation and Practice:** The teacher implements the strategies and techniques discussed in the action plan. During this phase, the coach provides support, encouragement, and ongoing feedback to ensure that the teacher is on track.

(5) **Ongoing Reflection and Feedback:** The teacher reflects on their experiences and outcomes, and the coach provides feedback to help refine the strategies and improve practice. This iterative process continues with further observations, adjustments, and ongoing support.

(6) **Evaluation and Adjustment:** Throughout the coaching process, the coach and teacher evaluate the progress being made toward the goals. If necessary, they adjust the strategies or goals to ensure continued growth and success.

In summary, coaching is an effective, personalized approach to professional development that fosters growth and improvement in education. By providing teachers with tailored support, feedback, and reflection opportunities, coaching helps educators refine their practice, build confidence, and improve student outcomes. Whether it's focused on instructional strategies, leadership skills, or peer collaboration, coaching is a valuable tool for creating a supportive learning environment for both teachers and students.

### **2.4.3 Mentoring**

Mentoring is a developmental relationship where an experienced individual (the mentor) provides guidance, advice, and support to a less experienced person (the mentee) to help them grow personally and professionally. In the context of education and teaching, mentoring is a vital process that helps teachers enhance their skills, navigate challenges, and build their confidence in the classroom.

### **Key Features of Mentoring**

(1) **Experienced Guidance:** Mentors share their knowledge, expertise, and experiences to help mentees develop their skills. The mentor's role is to act as a resource, offering practical advice and teaching strategies that can support the mentee's growth.

(2) **Long-term Relationship:** Unlike coaching, which is usually goal-focused and short-term, mentoring is often a longer-term, ongoing relationship. Mentors offer continual support and encouragement as the mentee navigates their career path or personal growth.

(3) **Personalized Support:** Mentoring is tailored to the needs of the mentee. Through one-on-one conversations, feedback, and observations, mentors identify areas where the mentee can improve and provide targeted advice to help them succeed.

(4) **Reflection and Feedback:** A critical component of mentoring is feedback. Mentors help mentees reflect on their experiences, provide constructive criticism, and highlight areas for improvement. This ongoing feedback process fosters self-awareness and allows mentees to make continuous improvements.

(5) **Emotional Support:** Mentors offer emotional support, encouragement, and reassurance. This is especially important in challenging environments where mentees may feel overwhelmed or insecure. The mentor provides a safe space for open communication, helping mentees overcome doubts and build their confidence.

### **The Mentoring Process**

(1) **Initial Meeting and Goal Setting:** In the beginning, mentors and mentees meet to establish clear goals, expectations, and areas of focus. This is when they define the mentor-mentee relationship, including frequency of meetings and specific areas the mentee wants to work on.

(2) **Regular Meetings and Interaction:** Successful mentoring involves regular meetings to discuss progress, challenges, and share experiences. During these sessions, mentors offer insights, provide feedback on teaching practices, and offer solutions to specific challenges the mentee might be facing.

(3) **Feedback and Reflection:** Mentors play an essential role in offering constructive feedback that helps mentees reflect on their actions, successes, and areas for growth. This reflection is key to professional development, as it allows mentees to refine their teaching practices.

(4) **Ongoing Support:** Mentoring continues over an extended period, allowing the mentor to support the mentee through their professional journey. As the mentee grows, the mentor adjusts their support to suit the mentee's evolving needs and competencies.

### **Types of Mentoring**

(1) **Formal Mentoring:** This type of mentoring is structured and organized by an institution or organization. It usually involves a defined mentoring program where mentors and mentees are matched based on their experience and professional development goals.

(2) **Informal Mentoring:** Informal mentoring is less structured and often occurs naturally. Mentors and mentees connect through shared interests or experiences, and the relationship may not have a defined endpoint.

(3) **Peer Mentoring:** In peer mentoring, individuals at similar stages in their careers work together to support each other's growth. They share experiences, collaborate on projects, and learn from one another's strengths.

(4) **Reverse Mentoring:** Reverse mentoring involves a less experienced individual mentoring a more seasoned professional, often in areas such as technology or modern practices.

### **Benefits of Mentoring**

(1) **Support for Teacher Development:** Mentoring helps teachers improve their skills in areas like lesson planning, classroom management, and pedagogy. It provides teachers with guidance on how to manage challenges they face and enhance their effectiveness in the classroom.

(2) **Increased Teacher Retention:** Mentoring can increase teacher retention by helping new teachers adjust to their role and providing them with the support they need to feel successful in their profession. It reduces feelings of isolation and stress, which can lead to burnout and early departure from the profession.

(3) **Boosted Confidence and Morale:** Mentoring helps teachers build confidence in their abilities, as they receive validation and constructive feedback. It encourages them to take risks, try new teaching strategies, and face challenges without fear of failure.

(4) **Professional and Personal Growth:** Through mentoring, both the mentor and the mentee can grow professionally. Mentors sharpen their leadership and communication skills, while mentees develop their teaching abilities and self-awareness.

(5) **Creation of a Positive School Culture:** Mentoring fosters a supportive environment where teachers are more likely to collaborate, share best practices, and work together to solve challenges. This can lead to an overall improvement in the school culture.

### **Mentoring and Teacher Competence Development**

(1) **Enhancing Teaching Skills:** Mentoring helps teachers refine their teaching strategies, from lesson planning to assessment techniques. Mentors can observe lessons, offer feedback, and share techniques to improve student learning outcomes.

(2) **Building Classroom Management Skills:** Classroom management is a crucial skill for all teachers. Mentors can help mentees develop techniques to manage student behavior, maintain an orderly classroom, and create a positive learning environment.

(3) **Fostering Reflective Practices:** Mentoring encourages teachers to reflect on their teaching practices, evaluate their successes and challenges, and set goals for continuous improvement. Reflection is a key component of competence development.

(4) **Enhancing Pedagogical Knowledge:** Mentors can expose teachers to new educational theories, research, and practices, helping them stay updated on the latest pedagogical trends and methods.

In summary, mentoring plays a crucial role in teacher competence development, helping educators improve their teaching practices, build confidence, and navigate the challenges of the profession. A strong mentoring program can lead to improved teaching quality, better teacher retention, and a more positive and supportive school environment. Through personalized guidance and ongoing support, mentors empower their mentees to continuously grow and excel in their careers.

#### **2.4.4 Training**

Training refers to the process of acquiring skills, knowledge, and competencies through various methods and activities designed to improve an individual's performance in a particular area. In an educational or workplace context, training is a structured program aimed at enhancing specific abilities and ensuring individuals are prepared to meet the demands of their roles. This can involve a variety of methods, including workshops, courses, seminars, online modules, and hands-on practice.

##### **Types of Training**

(1) On-the-Job Training (OJT): This is the most practical form of training, where employees or learners gain knowledge and skills while performing their actual job tasks. OJT is often conducted under the supervision of a mentor or supervisor and allows individuals to learn in real-time.

(2) Classroom or Instructor-Led Training: This traditional form of training involves instructors or trainers delivering content in a structured classroom environment. The training can include lectures, discussions, case studies, group work, and exercises.

(3) E-learning or Online Training: Online or virtual training involves delivering content via digital platforms, allowing participants to learn at their own pace, often from remote locations. This type of training can include video tutorials, quizzes, and interactive activities.

(4) Simulation-Based Training: Simulations replicate real-world scenarios to help individuals practice skills without the risk of real-world consequences. This can be especially useful for training in high-stakes fields such as healthcare, aviation, and emergency services.

(5) **Workshops and Seminars:** Workshops are interactive training sessions focused on specific skills or knowledge, usually conducted in a group setting. They often involve practical exercises, discussions, and activities that allow participants to engage directly with the material.

(6) **Mentoring and Coaching:** While different from formal training, mentoring and coaching involve one-on-one interactions where an experienced individual helps the learner develop specific skills and competencies. The focus is often on personalized growth and development.

### **Training Methods**

(1) **Blended Learning:** This method combines online and face-to-face learning experiences. Participants can engage in e-learning modules and then meet for in-person sessions to discuss their progress, deepen their understanding, or participate in practical exercises.

(2) **Self-Directed Learning:** This approach allows learners to take control of their training by choosing what, when, and how they learn. This method encourages autonomy and requires learners to be highly motivated and organized.

(3) **Role Playing:** In this method, individuals act out scenarios to practice skills or decision-making in realistic situations. It can be highly engaging and useful for developing interpersonal skills, problem-solving, and emotional intelligence.

(4) **Job Rotation and Cross-Training:** This method involves employees or learners moving between different tasks or roles within an organization to gain a broader range of skills. It helps develop a well-rounded skill set and can promote understanding across departments or functions.

### **Key Benefits of Training**

(1) **Skill Development:** Training helps individuals acquire new skills or refine existing ones, making them more effective and efficient in their roles. For teachers, this could involve learning new teaching methods, improving classroom management, or mastering educational technologies.

(2) **Increased Productivity:** Well-trained individuals tend to be more efficient, as they understand their tasks more thoroughly and can apply the best practices learned during training. For organizations, this translates to better overall performance.

(3) **Career Growth and Advancement:** Training programs are an important tool for personal development, and they can open the door to promotions or new job opportunities. For educators, attending specialized training may lead to leadership roles or career advancement.

(4) **Improved Confidence:** Training provides individuals with the knowledge and resources they need to perform well in their roles. This, in turn, boosts their confidence as they feel more equipped to handle challenges.

(5) **Better Job Satisfaction:** Training opportunities can lead to greater job satisfaction as individuals feel more capable in their roles and are given the tools to succeed. It also fosters a sense of value and investment from an organization or school.

(6) **Adaptation to Change:** As industries and fields evolve, training helps individuals stay current with new trends, technologies, and practices. For teachers, this could involve adapting to new educational standards or learning how to integrate the latest digital tools into the classroom.

### **Challenges in Training**

(1) **Lack of Engagement:** One challenge with training, particularly in classroom or instructor-led formats, is ensuring that participants remain engaged. Boredom or lack of motivation can hinder the effectiveness of the training.

**Solution:** Incorporate interactive elements like group discussions, hands-on activities, or gamified learning experiences to make the training more engaging.

(2) **Time Constraints:** Employees or educators may find it difficult to dedicate time to training due to their regular responsibilities. Training often requires time away from normal tasks, which can be a challenge.

**Solution:** Implement flexible training schedules, microlearning modules (short, focused training sessions), or blended learning approaches to accommodate participants' time constraints.

(3) **Resource Limitations:** High-quality training programs often require significant resources, such as experienced trainers, technological tools, and facilities.

Budget or resource constraints can limit the availability of comprehensive training programs.

Solution: Schools or organizations can explore low-cost or free online courses, webinars, or collaborate with other institutions to share resources.

(4) Resistance to Change: Some individuals may resist training, especially if they are accustomed to doing things in a certain way or feel threatened by new approaches. Overcoming resistance requires careful planning and communication about the benefits of training.

Solution: Create a supportive environment where participants understand the value of training and are encouraged to embrace new methods or technologies gradually.

In summary, training is essential for personal and professional growth, especially in educational settings. It helps individuals develop the skills and knowledge they need to succeed, improve their performance, and stay competitive in their fields. Whether through classroom workshops, e-learning, or on-the-job experience, training is a key tool for improving competence, increasing job satisfaction, and fostering continuous development. Effective training programs help individuals adapt to new challenges, build confidence, and perform at their best.

#### **2.4.5 Workshop**

A workshop is a focused, interactive training session or seminar where participants actively engage in learning, discussion, and hands-on practice. Workshops are designed to develop specific skills, solve problems, or generate ideas through practical exercises and group collaboration. Unlike traditional lectures or passive learning experiences, workshops emphasize participation and application of concepts in real-world scenarios.

#### **Key Characteristics of Workshops**

(1) Interactive: Workshops are highly interactive, with participants actively involved in discussions, activities, and problem-solving tasks. The emphasis is on learning by doing, rather than just listening to a lecture.

(2) Focused on Practical Learning: Workshops typically aim to address a specific skill or knowledge area and provide participants with practical tools and techniques they can apply immediately.

(3) Collaboration: Participants often work in small groups or pairs, sharing experiences, discussing ideas, and helping each other. This collaborative approach enhances the learning experience and encourages networking.

(4) Expert Facilitation: Workshops are typically led by an experienced facilitator or trainer who guides the group through the session, provides expert knowledge, and encourages group participation.

(5) Time-Limited: Workshops are usually short, with a set duration (ranging from a few hours to a couple of days). This allows participants to focus intensively on a topic in a condensed time frame.

### **Types of Workshops**

(1) Professional Development Workshops: These workshops are aimed at improving the skills, knowledge, and performance of individuals in their professional roles. For teachers, these workshops focus on enhancing teaching strategies, classroom management, curriculum development, and other educational practices.

(2) Creative Workshops:

Creative workshops encourage innovation and artistic expression. These may include activities such as painting, writing, music, or design, and they aim to foster creativity, self-expression, and problem-solving.

(3) Team Building Workshops: These workshops focus on improving collaboration and communication within teams. They often include exercises that promote trust-building, problem-solving, and conflict resolution.

(4) Leadership and Management Workshops: These workshops are aimed at developing leadership skills, management techniques, and decision-making abilities. They help individuals gain the tools to manage teams, projects, or organizations more effectively.

(5) Skill-Specific Workshops: These workshops are tailored to developing a specific skill set, such as public speaking, time management, or conflict resolution. They allow participants to focus on one key area of growth.

### **Structure of a Workshop**

(1) Introduction: The facilitator usually begins with an introduction to the topic, setting the context, and outlining the objectives of the workshop. Participants are often asked to introduce themselves and share their expectations for the session.

(2) **Presentation of Concepts:** The facilitator may deliver a short presentation or lecture to introduce key ideas, concepts, or strategies. This content is typically interactive, with opportunities for questions and discussion.

(3) **Group Activities and Exercises:** Central to a workshop are activities and exercises that allow participants to practice the skills being discussed. These activities may include group work, case studies, role-playing, or problem-solving exercises.

(4) **Reflection and Discussion:** After each activity or exercise, participants may reflect on their experiences, share insights, and discuss how the concepts apply to their specific contexts. This encourages deeper understanding and knowledge retention.

(5) **Conclusion and Action Plan:** The facilitator wraps up the workshop by summarizing key takeaways, answering any remaining questions, and encouraging participants to create an action plan for applying what they've learned.

### **Benefits of Workshops**

(1) **Active Learning:** Workshops encourage participants to learn by engaging directly with the material, practicing new skills, and applying concepts in real-world situations.

(2) **Peer Learning and Networking:** Participants can learn from their peers, sharing experiences and strategies. This can build a sense of community and provide valuable networking opportunities.

(3) **Practical Application:** Workshops focus on hands-on, practical learning that participants can apply directly to their work or daily activities. This leads to a more immediate and tangible impact on their performance.

(4) **Increased Engagement:** Because workshops are typically interactive and engaging, participants are more likely to stay interested and retain the information presented.

(5) **Customized Learning:** Workshops can be tailored to meet the specific needs of the participants, making them more relevant and impactful.

### **Challenges of Workshops**

(1) Time Constraints: Workshops are often short, so there may not be enough time to cover everything in detail. This can leave participants feeling like they need more time to fully understand or practice what they've learned.

Solution: Workshops can be spread over multiple sessions or supplemented with additional resources for participants to explore after the workshop.

(2) Participant Engagement: In larger workshops, it can be difficult to engage all participants. Some individuals may be passive and not contribute to discussions or activities.

Solution: Facilitators can use strategies like small group discussions, interactive activities, and hands-on exercises to ensure everyone remains engaged.

(3) Follow-up: Workshops often lack sufficient follow-up to ensure that participants implement the concepts learned. Without ongoing support, the knowledge gained may not be applied effectively.

Solution: Offering post-workshop resources, follow-up sessions, or mentoring can help participants apply what they learned and address any challenges they face.

In summary, workshops are an effective and engaging way to promote learning and development. They provide participants with opportunities to acquire new skills, practice those skills in a supportive environment, and collaborate with peers. Whether in educational settings, corporate environments, or other fields, workshops offer a dynamic and participatory approach to professional growth and competence development.

## **5. Concept and Theory of Program and Program Development**

### **5.1 Definition of the program**

The meaning of the word program to mean schedule and show program. And there are scholars who have given many meanings to the word program as follows:

Weiss (1998) explains the meaning of a program as: It is a set of activities or services designed to achieve a specific purpose. with a specified starting point and ending point.

Auerbach (2009) defined a program as a structured and intentional set of activities designed to achieve a specific outcome or set of outcomes.

Patton (2011) describes programs as A coherent set of activities designed to achieve a specific goal or objective. and proceed in a systematic and orderly manner.

Rossi, Lipsey, and Freeman (1999) defined a program as a set of activities or services or interventions designed to achieve specific results or objectives and delivered according to a predetermined plan.

In summary, a program refers to a process of activities or a set of activities designed in a systematic sequence to develop enhance knowledge to achieve goals or objective.

## **5.2 Components of the development program**

Yukl (2010) mentioned the important components of the development program as follows.

- (1) Top management supports
- (2) There is an atmosphere that creates leadership learning.
- (3) There is a connection between leadership development activities and other development areas in the organization.
- (4) Linked to the organization's human resource development work (such as placing people in various positions, giving advice on work lines performance evaluation selection of people to higher positions)
- (5) Consistent with the main business objectives of the organization

Mintzberg (1983) describes several key components of the development program:

- (1) Context: Effective leadership development programs take into account the specific context in which leaders operate, including factors such as organizational culture. Strategy and Structure
- (2) Goal: Leadership development programs should be designed Taking into account clear goals and objectives This should be consistent with the organization's needs and priorities.
- (3) Process Effective leadership development programs use a variety of methods and activities. To help participants learn and practice new skills, this may

include teaching in the classroom. experiential learning activities, training, mentoring and self-learning

(4) Participants Leadership development programs should be tailored to the needs and characteristics of the participants. This may include considerations such as experience level. Learning styles and development goals

(5) Culture Effective leadership development programs should take into account organizational culture, including the values, beliefs, and norms that govern behavior within the organization.

Hughes, Ginnett, and Curphy (2009) describe several components of the development program:

(1) Context: Effective leadership development programs take into account the organizational context in which leaders operate. This includes factors such as organizational culture, strategy, and structure. as well as external factors such as the competitive environment and regulatory landscape.

(2) Content: Leadership development programs should focus on developing the specific skills and behaviors most important for success in a given context. This may include skills such as communication, decision-making and strategic thinking. as well as the specific leadership style or approach that is appropriate for the organization.

(3) The process is an effective leadership development program using a variety of methods and activities. To help participants learn and practice new skills, this may include teaching in the classroom. experiential learning activities, training, mentoring and self-learning

(4) Participants: Leadership development programs should be tailored to the needs and characteristics of participants. This may include considerations such as experience level. learning style and development goals

(5) Evaluation: Effective leadership development programs should have a process for evaluating the program's impact on both individual participants and the organization as a whole. This may involve measures such as: Assessment participants Changes in behavior or performance and analysis of organizational results.

Kirkpatrick, D., & Kirkpatrick, J. (2006) pointed out that each of the following factors should be carefully considered when planning and implementing an

effective training program: 1) Determining needs 2) Setting objectives 3) Determining subject content 4) Selecting participants 5) Determining the best schedule 6) Selecting appropriate facilities 7) Selecting appropriate instructors 8) Selecting and preparing audiovisual aids 9) Coordinating the program 10) Evaluating the program.

Suwat Junsuwan (2011) mentioned the components of the program that are important and necessary for educational management. Which will make the educational management more effective. The components include the program objectives, content, process, and evaluation.

In summary, from studying the elements of the development program from various academics, it can be concluded that the elements of the program include 1) Principle, 2) Purpose, 3) Content, 4) Development process, 5) Evaluation program

(1) Principle refers to the following five principles, including: firstly, purpose. Any program is one or several defined goals to achieve specific functions, roles, and tasks, and the formulation of any program plan is precisely around the realization of the program goals. When making a plan, you must first analyze the goal and understand the task. So the program plan is purposeful. Secondly, systemic system. The program plan itself is a system, consisting of a series of subplans. Each subplan does not exist in isolation, but is relatively independent and closely related to each other. So that the program plan also has the basic characteristics of systematic purpose, relevance, hierarchy, adaptability, and integrity, so that the program plan forms an organic and coordinated whole. Thirdly, economy. The goal of the program plan not only requires the program to have higher efficiency, but also has higher efficiency. Therefore, a variety of schemes must be proposed for optimization and analysis in the plan. Fourthly, dynamic nature. This is determined by the life cycle of the program. The life cycle of a program is short, months, years, during this period, the program environment is often in change, make the implementation of the plan will deviate, so the program benchmark plan to adjust as the environment and conditions and change, to ensure that the program objectives, this requires the program plan to have dynamic, to adapt to the changing environment. Fifthly, correlation. program plan is a whole system, and any change in the plan that constitutes the program plan will affect the formulation and implementation of other sub-plans, and then ultimately affect the normal implementation of the program plan. The program plan should take

into account the relevance of the sub-plans. Lastly, functional nature. The formulation and implementation of a program plan is not based on the establishment of an organization or department, nor its own interests and requirements as the starting point, but the overall and function of program and program management as the starting point, involving various departments and institutions of program management.

(2) Purpose refers to the specific outcome or state that an organization or individual wants to achieve. It should be explicit, measurable, achievable, relevant, and time-limited in order to motivate action and evaluate outcomes. When setting goals, it is necessary to clarify the specific content of the goals and consider their consistency with the overall strategy.

(3) Content refers to specific measures and steps formulated to achieve the goal. It should include specific tasks, division of labor, and schedule to ensure the progress and completion of the program. Action planning needs to refine the target and decompose it into actionable tasks, thus providing clear action paths and guidance.

(4) Development process refers to the development process of a program can be divided into four stages: the program start stage, the program research, preparation stage, the program preparation stage and the program closing stage.

(5) Evaluation program refers to two aspects of the same process. Measurement is a process of converting some measurable physical quantities and non-physical quantities into numerical values or symbols to collect data and information. Evaluation is a process of processing the information obtained, making a value judgment through scientific analysis, and giving some meaning to the measured things. Therefore, measurement is the foundation and the premise; evaluation is the result and the end, which are inseparable.

### **5.3 Process of program development**

Program management is the activity of planning, executing, monitoring and closing the project according to certain procedures. The common program management process includes five stages, namely, starting stage, planning stage, implementation stage, monitoring stage and closing stage. These five stages are the basic framework for program management, each with unique tasks and objectives

designed to ensure that the project proceeds smoothly and achieves the desired outcomes. (Project Management Institute, 2009)

Stage 1: Program start-up stage: This stage is the starting point of program management, including the definition of program objectives, program description preparation, resource allocation, and the selection of program members, etc. This phase requires the development of program plans and schedules, as well as determining the scope and feasibility of the program.

Stage 2: Planning stage: At this stage, the specific content of the program plan is formulated. In particular, the tasks to be completed in this stage include task segmentation of program team members, cost estimation, schedule plan, risk assessment, deliverable definition, communication plan, and scope management plan.

Stage 3: Execution phase: The execution phase is the implementation plan phase, which includes the cooperative implementation of the program team members, progress tracking and communication activities, and risk and change management. This phase requires program progress and outcome control, and clear communication and proactive problem-solving plans.

Stage 4: Monitoring and control phases: This phase is continuous, focusing on continuously controlling the program screen and monitoring the progress of the program. Although the forms of specific tasks vary from program to program, the key tasks mostly include the control of schedule, cost, change, risk and return on investment.

Stage 5: Closed-loop stage: This stage includes program delivery, acceptance, and completion of the program. Deliverables also need to be aggregated, lesson reports developed and program team members organized to participate in follow-up. Consider related assets, such as documents, program management tools, lesson base.

Knowles(1980) mentioned about educational development program which consists of 7 steps:

Step 1: Assessment of Needs: Identify the needs of the learners.

Step 2: Defining the Objectives: Clearly articulate program goals and objectives.

Step 3: Designing the Content: Structure content based on needs and objectives.

Step 4: Selecting Learning Activities: Choose relevant, interactive activities.

Step 5: Choosing Learning Resources: Select appropriate tools and materials.

Step 6: Implementation: Deliver the program effectively to adult learners.

Step 7: Evaluation and Feedback: Assess the program's success and gather input for improvements.

Wayne Welsh (2006) proposed a seven-stage model of program planning and development in his work related to program design, focusing on structured approaches to creating effective educational and training programs. The seven-stage model is often referenced in the context of community programs, educational planning, and organizational development. Here is an outline of the seven stages proposed by Welsh in the context of program development:

Step 1: Needs Assessment: Identify and analyze the needs of the target audience.

Step 2: Establishing Goals and Objectives: Define clear, measurable program goals.

Step 3: Program Design: Develop the program content and teaching strategies.

Step 4: Resource Identification: Identify and secure necessary resources.

Step 5: Program Implementation: Deliver the program as planned.

Step 6: Program Evaluation: Assess the program's effectiveness and outcomes.

Step 7: Program Revision and Sustainability: Use evaluation results to revise and ensure the program's sustainability.

Boone (2002) developed a conceptual programming model to benefit institutional organizations. The seven interrelated phases of Boone's model including:

Step 1: Formulate the organization program framework.

Step 2: Adopt the program framework.

Step 3: Organize human resources at the operational level needed to plan an educational program.

Step 4: Plan or make decision at the operational level.

Step 5: Set up a timetable.

Step 6: Implement the plan.

#### Step 7: Evaluate the plan

Mahmoud Hassan Ibnouf (2012) proposed framework for program development. The framework includes seven phases:

Step 1: Formulating broad policies, procedures and objectives for program planning.

Step 2: Preparing for program planning.

Step 3: Organizing for program planning.

Step 4: Planning the program: 1) Collecting the facts, 2) Analyzing the situation, 3) Identifying needs and problem, 4) determining objectives, 5) developing a plan of work, 6) writing the program document, 7) preparing the calendar of work.

Step 5: Implementing the program.

Step 6: Evaluating the program.

Step 7: Reconsideration.

In summary, from studying the procedure of the program from various academics, it can be concluded that the procedures of the program development to enhance the competence of atheistic teachers in Anhui province with the following steps: 1) Study the components, 2) Study the current conditions, desired conditions and the priority needs, 3) Create a program, 4) Evaluate the suitability and feasibility of the program.

#### **5.4 Evaluation of program effectiveness**

Kirkpatrick (1994) introduced a model for evaluating the effectiveness of training programs, which has since become one of the most widely used frameworks in the field of training evaluation. The model is known as the Kirkpatrick Model, and it proposes that training programs be assessed through four distinct levels:

##### 1. Level 1: Reaction

(1) Purpose: Measure how participants respond to the training.

(2) Focus: This level assesses the immediate reaction of participants to the training, including their satisfaction, engagement, and perceptions of the content.

(3) Key Questions:

a. Did the participants find the training relevant and engaging?

b. Were the materials, delivery, and content useful and practical?

(4) Methods: Surveys, feedback forms, or questionnaires filled out by participants after the training session.

## 2. Level 2: Learning

(1) Purpose: Measure the increase in knowledge or skills after the training.

(2) Focus: This level evaluates the learning outcomes of the training program. It measures the extent to which participants have gained knowledge, skills, or competencies as a result of the training.

### (3) Key Questions:

- a. What did participants learn from the training?
- b. Was there a measurable improvement in their knowledge or skills?

(4) Methods: Pre- and post-training assessments, tests, or quizzes that assess knowledge gain.

## 3. Level 3: Behavior

(1) Purpose: Assess the transfer of learning to the workplace.

(2) Focus: This level looks at whether participants are applying what they learned in the training to their job. It evaluates whether new knowledge or skills have been transferred to real-world job situations.

### (3) Key Questions:

- a. Are participants using the knowledge or skills they learned on the job?
- b. Have observable behavioral changes occurred as a result of the training?

(4) Methods: Observations, interviews with participants and managers, performance assessments, or surveys conducted a few weeks or months after the training.

## 4. Level 4: Results

(1) Purpose: Measure the overall impact of the training on the organization's goals and performance.

(2) Focus: This level evaluates the business results and outcomes of the training. It looks at whether the training has led to improvements in key performance indicators (KPIs) like productivity, customer satisfaction, or profitability.

(3) Key Questions:

- a. Did the training program lead to improved organizational results?
- b. What measurable outcomes have been achieved, such as increased sales, higher employee retention, or better customer service?

(4) Methods: Analyzing business data, key performance indicators (KPIs), and performance metrics.

Daniel Stufflebeam's CIPP Model (1960s) is one of the most influential and comprehensive evaluation models in the field of education and program evaluation. The CIPP Model stands for Context, Input, Process, and Product. This model emphasizes a systematic approach to evaluating programs, focusing not just on outcomes, but also on the broader context, the resources and strategies used, and the processes involved in achieving the outcomes. Daniel Stufflebeam's CIPP Model consist of 4 components:

- (1) Context Evaluation: Understand the environment and the reasons for the program.
- (2) Input Evaluation: Examine the resources and strategies available to implement the program.
- (3) Process Evaluation: Monitor the implementation of the program to ensure it's being delivered as intended.
- (4) Product Evaluation: Assess the outcomes and results of the program to determine its effectiveness.

Rossi, R. J., & McLaughlin, D. H. (1979) proposed the key steps systematic approach to program evaluation, including:

Step 1: Clarify the Program's Goals and Objectives: Define what the program aims to achieve and establish clear, measurable objectives.

Step 2: Design the Evaluation: Decide on the type of evaluation (formative, summative, process, etc.), select appropriate methods, and develop an evaluation plan.

Step 3: Data Collection: Gather relevant data based on the evaluation design. This can involve both qualitative and quantitative methods.

Step 4: Data Analysis: Analyze the data to draw conclusions about the program's effectiveness, implementation, and impact.

Step 5: Interpretation and Use of Results: Provide insights and recommendations based on the findings. Engage stakeholders to ensure that the evaluation results are useful for decision-making.

Thomas R. Guskey (2000) proposed five key concepts for evaluating the development of educational personnel (such as teachers and administrators). These concepts are designed to guide the assessment of professional development programs and to ensure they lead to improved educational practices and outcomes. Guskey's model emphasizes that effective evaluation should involve multiple levels and a variety of data sources. Here are the five concepts Guskey proposed:

- (1) Participants' Reactions – Assessing satisfaction and engagement with the program.
- (2) Participants' Learning – Measuring knowledge and skill acquisition.
- (3) Organization Support and Change – Evaluating organizational backing and its role in facilitating change.
- (4) Participants' Use of New Knowledge and Skills – Monitoring the application of learned skills and knowledge in practice.
- (5) Student Learning Outcomes – Assessing the impact on student achievement and learning.

In summary, the appraisal of teacher education initiatives ought to be comprehensive, encompassing evaluations at various stage. It is evident that the assessment of the teacher education program effectiveness should: 1) emphasize the integration of procedural evaluation and summative evaluation, encompassing pre-development evaluation, developmental evaluation, and post-development evaluation. 2) concentrate on trainee satisfaction, trainee feedback, trainee learning, trainee application of new knowledge or skills, and organizational support and transformation. 3) should be a mixture of qualitative and quantitative evaluation. Quantitative evaluation grounded in surveys and standardized tests, paired with qualitative evaluation rooted in interviews, observations, logs, and other case studies, and case analysis, with project stakeholders as the origin of data collection, including mentors, apprentices, support service teams, and administrators.

## **6. Context of the Aesthetic Education in Higher Vocational College in Anhui province**

### **6.1 Policies Related to Aesthetic Education**

#### **6.1.1 National Aesthetic Education Policy**

The higher vocational college aesthetic education is the work of casting soul, is an important way to improve students' aesthetic quality and cultivate a sound personality. In November 2013, the third plenary session of the communist party of China 18 resolution put forward "to improve aesthetic education teaching, improve students' aesthetic and humanistic quality", released in 2015, "on comprehensively strengthen and improve the school aesthetic education work opinion" put forward to further strengthen the aesthetic education work, cultivate moral, intelligence and physique all-round development of socialist builders and successors. The report to the 19th National Congress of the Communist Party of China pointed out that the transformation of the principal contradiction in China's current society has put forward new requirements to us, from the past "subsistence life" to "a better life", which reflects the people's pursuit of beauty. As the main base for cultivating talents, the school shoulders the important responsibility of aesthetic education. In Xi Jinping's Letter to the Old Professor of the Central Academy of Fine Arts, the school mentioned that aesthetic education should follow the characteristics of aesthetic education, adhere to cultivating people by virtue, and take root in The Times. At the 2018 National Education Conference, General Secretary Xi proposed to educate people and cultivate socialist builders who have all-round development of morality, intelligence, physique, beauty and labor. In order to further optimize the work of aesthetic education in colleges and universities in the new era, the Ministry of Education issued the Opinions on Strengthening the Work of Aesthetic Education in Institutions of Higher Learning in the New Era in 2019, which put forward the overall development goal: by 2035, to form a diversified and high-quality socialist modern college higher education system with Chinese characteristics. The Ministry of Education has signed a memorandum on the reform and development of school aesthetic education with more than 30 provinces and autonomous regions to encourage the development of aesthetic education in local colleges and universities.

The Ministry of Education issued “The Guidance of Public Art Curriculum in Institutions of Higher Learning” (2022) pointed out that institutions of higher learning should build a team of public art teachers with full-time art teachers as the main body and part-time art teachers as the supplement. The number of teachers in public art courses in colleges and universities shall not be less than 0.15% of the total number of students, and the number of full-time teachers shall not be less than 50% of the total number of art teachers. We should optimize the post structure of aesthetic education teachers, smooth the career development channel of public art education teachers, and increase the incentive of teaching post of public art teachers. The guidance of art associations, extracurricular activities and after-school services undertaken by public art teachers should be included in the workload, and institutions of higher learning are encouraged to explore separate methods for the evaluation and employment of professional titles of public art teachers.

### **6.1.2 Anhui Provincial Aesthetic Education Policy**

“Anhui Province 14th Five-year Plan Education Development Plan” (2022) points out to open a good aesthetic education course, improve the teaching mode of “basic art knowledge + artistic aesthetic experience + art special specialties”, and help students master 1 to 2 artistic specialties. Integrate the aesthetic education resources inside and outside the school to serve the school aesthetic education teaching. Promote the practice of aesthetic education that benefits everyone, and gradually establish a regular performance mechanism for all staff. Promote high art, opera, intangible cultural heritage into the campus. We will select and build provincial-level schools and bases for inheriting Chinese excellent traditional culture. We will intensify efforts to supplement aesthetic education teachers in primary and secondary schools, and strengthen the training of general teachers and part-time teachers of aesthetic education in rural schools. Encourage areas where conditions permit to build aesthetic education venues in primary and secondary schools, and share them with surrounding schools and communities.

### **6.1.3 Key Directions of Policy Implementation**

Curriculum system construction: the policy requires higher vocational colleges to incorporate aesthetic education courses into the talent training program, and offer compulsory and elective courses, such as art appreciation, aesthetic basis, traditional culture, etc., to ensure the systematization and standardization of aesthetic education.

Construction of teaching staff: the policy emphasizes strengthening the training and introduction of aesthetic education teachers, encouraging higher vocational colleges to cooperate with art colleges and cultural institutions, and improving the professional level of aesthetic education teachers.

Resource integration and platform construction: Policies support higher vocational colleges to carry out aesthetic education by using regional cultural resources (such as Hui-style architecture, Huangmei Opera, etc.), and promote the integration of aesthetic education resources inside and outside the school to build aesthetic education practice bases.

Improve evaluation mechanism: the policy requires the establishment of a scientific evaluation system of aesthetic education, and integrates the aesthetic education into the students' comprehensive quality evaluation and the school teaching quality evaluation system, so as to ensure the effective implementation of aesthetic education.

In summary, the aesthetic education policies in Anhui Province reflect the broader national goals of improving the cultural literacy and creative capacities of students in higher vocational education. The integration of aesthetic education into vocational training aims to develop not only specialized skills but also the creativity, cultural awareness, and innovation needed in today's workforce. These policies are still evolving, with a continued emphasis on curriculum development, faculty training, collaboration with cultural institutions, and student engagement in creative industries. While challenges remain, Anhui is making significant strides toward fostering a more balanced and holistic educational environment.

## **6.2 The Problems of Aesthetic Education in Anhui Province**

Most students are deeply influenced by exam-oriented education, and they think that the examination is the only way out. Therefore, it leads to the deviation in student cultivation under the traditional exam-oriented education mode. The teaching

mode of emphasizing cultural courses rather than literacy education is not conducive to the future development of students, which leads to the students are not influenced by good aesthetic education in the best enlightenment stage, and it is difficult to form the basic aesthetic ability, aesthetic accomplishment and aesthetic consciousness. Although the society and economy have developed rapidly in recent years, compared with Beijing and Shenzhen, most development is still at an underdeveloped level. Parents attach different importance to the cultivation of students' aesthetic education, which leads to the differences in students' aesthetic value level, which brings great challenges to the orderly development of aesthetic education in higher vocational colleges. The Opinions of The General Office of the State Council on Comprehensively Strengthening and Improving the Work of Aesthetic Education in Schools (2015) point out that there are differences between artistic accomplishment and aesthetic accomplishment, which are only an indispensable part of aesthetic accomplishment. Artistic accomplishment is the sum total of basic contents such as art, music and dance and basic abilities such as perception, understanding and creation.

Secondly, at present, most of the teachers of comprehensive aesthetic education courses in higher vocational colleges are composed of the lack of professional and systematic aesthetic education training, and it is difficult to form a high-level and high-quality aesthetic education teachers. Due to the uneven professional aesthetic quality of teachers, it is difficult to guarantee the teaching quality of their aesthetic education courses, and most of the in-service teachers of aesthetic education lack of aesthetic education consciousness, resulting in the aesthetic education thought can not be better integrated into higher vocational talent training education. Although mostly as a higher vocational aesthetic education teachers have art professional background, has certain artistic accomplishment, has a unique advantage in the field of aesthetic education teaching, but because of its lack of understanding of comprehensive aesthetic education courses in higher vocational colleges, lack of profound aesthetic accomplishment, such as painting skills, unable to teach students, thus affect the training education of students.

Thirdly, the curriculum setting of aesthetic education is unreasonable. At present, most higher vocational colleges in the training of aesthetic education,

aesthetic education courses are relatively low situation. Although the aesthetic education course is developed in various forms, the form of art appreciation theory course is mainly limited by regional conditions and other factors. Most vocational students are flexible in thinking and keen on the pursuit of new things. However, due to their problems of insufficient classroom technology and limited class hours, it is difficult to stimulate students' desire to learn, and cannot effectively cultivate students' artistic aesthetic accomplishment and artistic creation ability. Although under the concept of quality education, the teaching status of aesthetic education has been improved. However, in the face of the current increasingly severe employment situation and students' increasingly impetuous learning mentality, the teaching focus of higher vocational colleges is still based on the cultivation of students' professional skills. In order to make students develop the study habit of seeking stability and pragmatism, they pay more attention to the practical application of technical skills in teaching activities, and ignore the positive role of aesthetic consciousness in the improvement of students' professional ability. As a result, aesthetic education is still the weakest part of the current education link of higher vocational colleges. Therefore, higher vocational colleges ignore the integration of aesthetic education resources, which leads to the difficulty of implementing aesthetic education into higher vocational classroom teaching.

In summary, the problems of aesthetic education in Anhui Province's higher vocational colleges stem from students' different foundations of aesthetic education, most of the teachers the lack of professional and systematic aesthetic education training, and the curriculum setting of aesthetic education is unreasonable. To address these challenges, it is necessary to prioritize the integration of aesthetic education into vocational training, develop appropriate assessment methods.

## **7. Related research**

Chen Lei (2020) pointed out that the shortage of aesthetic education teachers in aesthetic education in higher vocational colleges. Teaching staff construction in higher vocational colleges priority to ensure its professional teaching needs, in the face of aesthetic education work, higher vocational colleges widespread practical problems of aesthetic teachers is not strong, lead to aesthetic education courses and

activities in higher vocational colleges mostly by part-time aesthetic teachers or other subject teachers, lack of professional, systematic guidance, poor work performance. The construction of aesthetic education teachers of higher vocational colleges can be optimized and integrated in the following ways. At present, compared with ordinary colleges and universities, the overall construction of aesthetic education teachers in domestic higher vocational colleges is relatively weak. In the face of the actual needs of aesthetic education work, higher vocational colleges urgently need to optimize the structure of aesthetic education teachers, and cultivate a team of aesthetic education teachers with high professional quality, excellent vocational education ability and strong teaching ability. First, according to the scale of students in higher vocational colleges and the teaching needs of public art courses and elective courses of aesthetic education, the full-time teachers of aesthetic education should be fully matched and strengthened. Second, we should actively guide the administrative staff and counselors with the subject background of aesthetic education as part-time teachers of aesthetic education. Third, we should strengthen the communication with social aesthetic education experts and model representatives in various industries, effectively combine the resources of social aesthetic education experts, and hire a number of guest aesthetic education teachers. To form a team of aesthetic education teachers with the characteristics of higher vocational colleges, so as to provide high-quality teacher support for the teaching work of the first and second classes of aesthetic education in higher vocational colleges.

Guo Bing (2019) conducted an investigation and research on the current situation of aesthetic education in higher vocational colleges. He pointed out that the problem exist in the teachers of aesthetic education in higher vocational colleges: the personal level of teachers is directly related to the effect of aesthetic education, and the improvement of students' aesthetic appreciation and humanistic quality mainly depends on the infiltration education of teachers. Aesthetic education, a cross discipline, marginal discipline, requires aesthetic education teachers to have rich knowledge. The professional quality of aesthetic education teachers, gentle and elegant appearance, vivid and humorous language, lively and cheerful teaching mode, will make students master knowledge in aesthetic happiness. However, the survey results show that 53 percent of higher vocational students have no impression of their

aesthetic education teachers, and still 11 percent are uncertain. The teachers of aesthetic education courses are very weak, and very few aesthetic education teachers have received professional training. At present, most of the aesthetic education courses are taught similar or part-time teachers, and few aesthetic teachers have the opportunity to participate in the training of aesthetic promotion, which has a direct impact on the teaching of aesthetic education. He put forward the countermeasures to solve the existing problems of teachers in higher vocational aesthetic education: increase investment, strengthen the construction of teachers in higher vocational teachers need to constantly improve their aesthetic quality level. Only by constantly improving their professional ability and knowledge level, fully understanding the course content, and extracting the potential "beauty" factors from the boring professional knowledge and course content, can we convey the feeling of beauty to students. At the same time, keep up with the pace of The Times, maintain the frontier of knowledge, so that in the actual teaching work, to convey students healthy, in line with the law of The Times of aesthetic education information, so as to improve the teaching effect of aesthetic education. In the specific teaching activities, the way of aesthetic experience and emotional memory is created to stimulate students' interest in learning, and make students feel that learning activities are a pleasant activity. Constantly improving their own course aesthetic design level is helpful to achieve the purpose of improving their own aesthetic literacy level by improving their professional ability. In addition, the school has formulated and implemented a special training plan for aesthetic education teachers, and improved the professional level of aesthetic education teachers, in terms of professional quality of aesthetic education teachers, efficient classroom of aesthetic education, school-based curriculum development and so on.

Xing Yani (2022) points out that can improve aesthetic education teacher competence through the following ways: further expand aesthetic education teacher team, cultivate a batch of school excellent aesthetic education teaching results, "introduction" local famous art master, set up master studio or workshop, cultivate the inheritance of art education, deepening the inheritance and development of traditional art. Build a number of school aesthetic education practice bases, on the basis of satisfying the practice of students, undertake the social training of local aesthetic

education practice, and promote the further promotion of aesthetic education awareness in the fields of related fields of local education and public service. Aesthetic education teachers should conduct regular teacher training, grasp the frontier trends of aesthetic education, and strengthen and improve the work of school aesthetic education in the new era. Set up the concept of leading aesthetic education with moral education and enabling moral education with aesthetic education, so that students can subtly enrich their inner beauty and spiritual beauty in the process of appreciating and experiencing beauty.

On the basis of previous aesthetic theory, Lauderdale points out the main problem of aesthetic education, and believes that teachers are the guides of aesthetic education, and teachers' behavior will affect the development of aesthetic education. Teachers should not only grasp the external attributes of aesthetic education curriculum, but also master the internal attributes of aesthetic education curriculum. They should start from the needs of students and the law of curriculum setting, and take the curriculum as the medium of students' aesthetic education, so that students can become the main body of learning.

With the development of aesthetic education, foreign universities pay more and more attention to the role of aesthetic education in talent training. Since the 20th century, many foreign colleges and universities have increased the number of art courses and expanded the scale of art courses, and various colleges and universities pay more and more attention to the improvement of students' aesthetic consciousness and aesthetic ability. For example, the United States promulgated the National Standards for Art Education, emphasizing that art courses must be offered by all universities, and should attach attention to every student who loves art, stimulate their interest in art, and provide them with sufficient artistic resources. Subsequently, the United States promulgated the "2000 Target: American Education Law", which clearly proposed that primary and secondary schools should classify art education as the core curriculum system. Although this policy emphasizes on strengthening the aesthetic education of primary and secondary schools, the aesthetic education of primary and secondary schools and college aesthetic education are inseparable. Therefore, the development of this policy not only greatly enhances the status of aesthetic education, but also accelerates the development of aesthetic education in

colleges and universities. In addition to the United States, other foreign countries also attach great importance to the development of aesthetic education in colleges and universities. For example, in Britain and Germany, aesthetic education has been integrated into the university education system, set up relevant aesthetic education courses and formulated the assessment mechanism of aesthetic education for both teachers and students. In 2009, the ratio between Harvard University aesthetic education course and the general course reached 1:3, no longer limited to art courses, while enriching the content of the aesthetic education, the aesthetic education curriculum is more extensive, natural beauty, life beauty are integrated into the aesthetic education course, and constantly improve in today's practice.

This chapter through the theory of competence, competence of teacher, competence of aesthetic education teacher, the principles and methods of teacher development, the concept and theory of program and program development, the context of the aesthetic education in higher vocational colleges in Anhui province and related research, summarizes the four components of competence of aesthetic education teacher of higher vocational colleges in Anhui province, consisting of aesthetic knowledge, aesthetic teaching skills, professional aesthetic skills, activity management respectively. At the same time, the principles and methods of improving the competence of aesthetic education teachers in higher vocational colleges in Anhui province are summarized, which provides the theoretical and practical basis for the establishment the program to enhance the competency of aesthetic education teachers in higher vocational colleges in Anhui province.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter gave an outline of the research design and procedure involving “Program to enhance competence of aesthetic teacher in higher vocational college in Anhui province”. The research and development method was designed for investigating this research. This research procedure was divided into three phases. According to the 3 kinds of research questions, researcher was conducted 3 phase to investigate the research answers. They were:

Phase 1: To investigate the components of competence of aesthetic teacher in higher vocational college in Anhui province.

Phase 2: To explore level of the existence conditions, desired conditions and priority needs of competence of aesthetic teacher in higher vocational college in Anhui province.

Phase 3: To develop and evaluate a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

Each phase was presented in details consisting of steps of procedures and expected outcomes as shown in Figure 3.

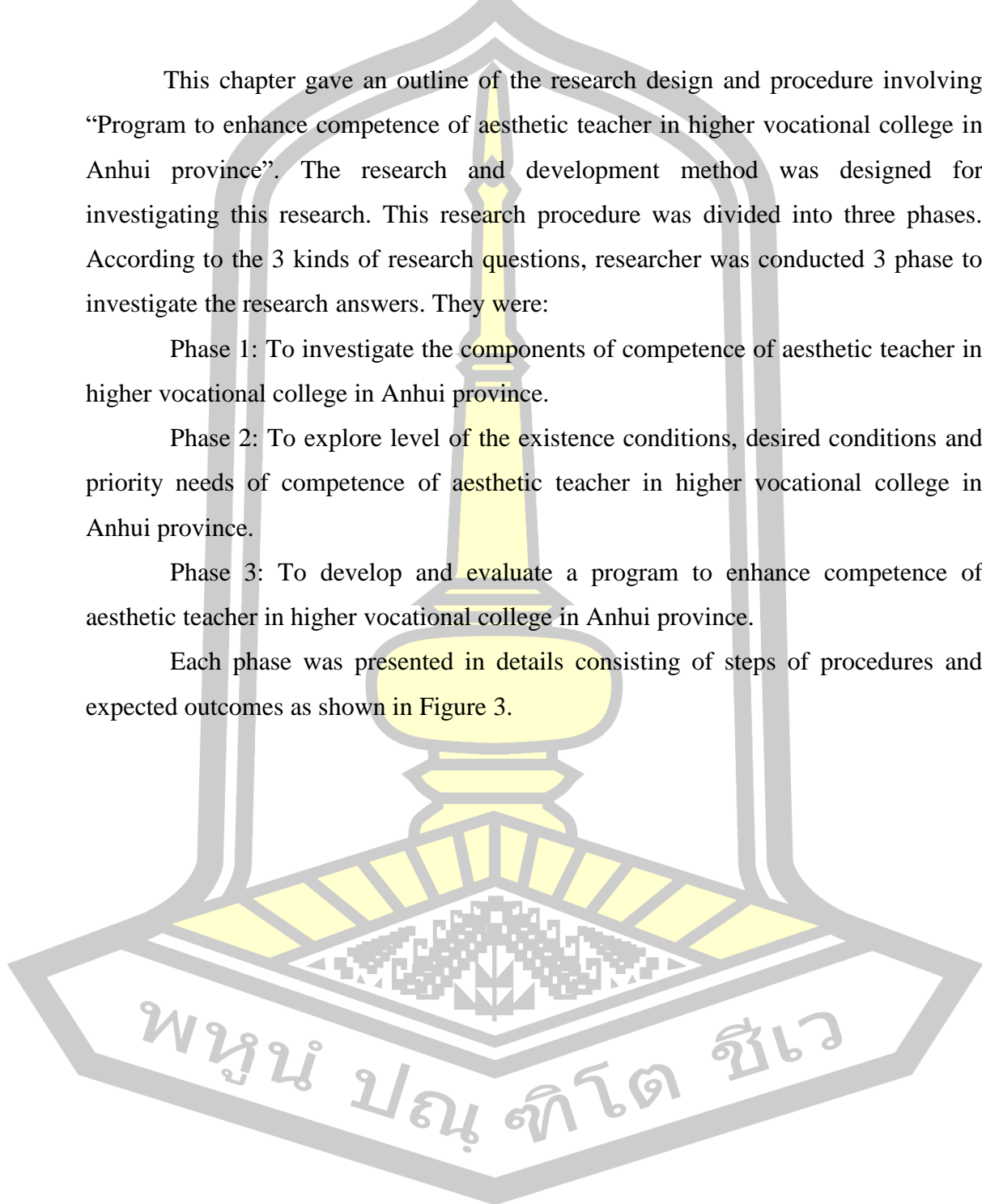
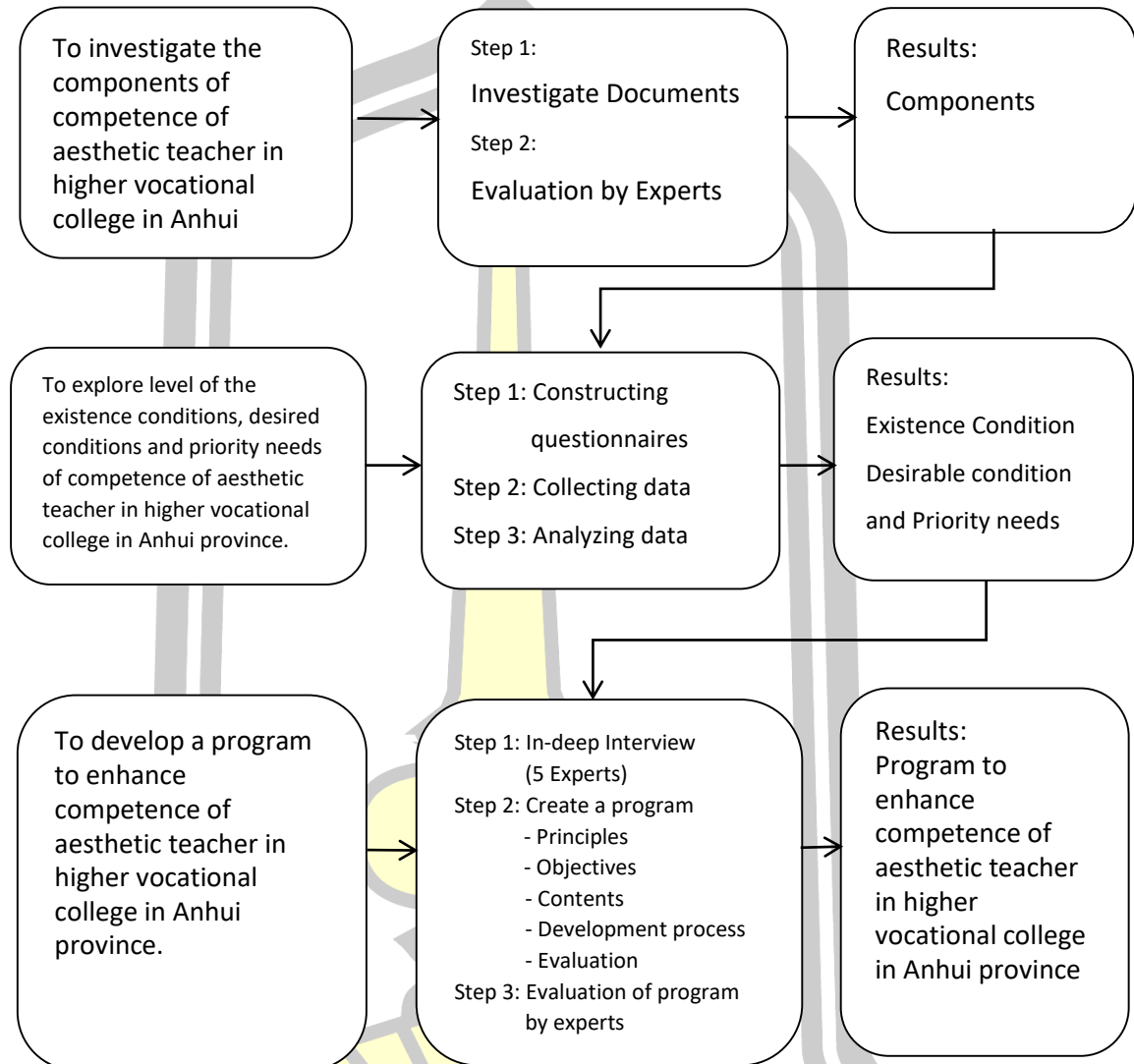


Figure 3 Develop the process of research on enhance competence of aesthetic teacher in higher vocational college in Anhui province



**1. Phase 1: To investigate the components of competence of aesthetic teacher in higher vocational college in Anhui province.**

**Step 1 Study components of competence of aesthetic teacher**

The researcher studies components of competence of aesthetic teacher from documents, textbooks, and research related to competence of aesthetic teacher, summarizes, analyzes, and synthesizes components and indicators.

The research methods are as follows:

**1. Data sources** include books, textbooks, documents, and research related to the studied variables that can be retrieved from libraries, the Internet, and online databases.

**2. Research instrument**

Recording forms for printed documents (record cards) or using Microsoft Word.

**3. Data Collection**

The researcher collection and categorize the content according to the variables studied.

**4. Data Manipulation and Analysis**

The summarizes, analyzes, and synthesizes using content analysis techniques and uses the analytical data to classify items into data analysis.

**Step 2 Evaluation the suitability of components of competence of aesthetic teacher.**

**1. Expert Criteria for selecting qualified experts are as follows:**

1.1 Education: Expertise in aesthetic administration, aesthetic research, with at least a master's degree.

1.2 Experience: Extensive experience in teaching and leading aesthetic education in colleges and universities.

1.3 Job position: Teaching and counselling of students in aesthetic education in higher education.

**Experts include:**

1. Prof. Zhou An, Party Committee member, vice president, Fuyang Vocational and Technical College.

2. Assoc. Prof. Xu Chunting, Deputy Secretary of the School of Physical Education, Fuyang Normal University.

3. Assoc. Prof. Sun Mengqing, Director of the Comprehensive Quality Teaching and Research Section of the Humanities and Art Education Center, North China University of Water Resources and Electric Power.

4. Assoc. Prof. Wu Xia, Secretary of the Youth League General Branch of Art Education College, Fuyang Vocational and Technical College.

5. Assoc. Prof. Rong Yuanyuan, Director of the Practice Department of the Communist Youth League Committee of Fuyang Vocational and Technical College.

## **2. Research instrument**

### **2.1 Constructed research instrument**

The researcher has proceeded to create and find the quality of research instrument as follows.

2.1.1 Characteristics of the research instrument is a suitability assessment of components and indicators, divided into 2 parts.

Part 1: Checklist questionnaire, asking about the status of the experts.

Part 2: Assessment of the suitability of the components of competence of aesthetic teacher in higher vocational college in Anhui province.

Level 5 refers to suitability highest level

Level 4 refers to very high suitability

Level 3 refers to suitability medium level

Level 2 refers to suitability low level

Level 1 refers to suitability lowest level

### **2.2 Find out Quality of Research Instrument**

2.2.1 Study details of components of competence of aesthetic teacher in higher vocational college in Anhui province.

2.2.2 Define the components of competence of aesthetic teacher in higher vocational college in Anhui province.

2.2.3 Create assessment form of components of competence of aesthetic teacher in higher vocational college in Anhui province.

2.2.4 Take it to the advisor to check for accuracy and improve according to recommendations.

2.2.5 Prepare a complete suitability evaluation form

## **3. Data Collection**

The researcher proceeded with data collection with the following steps:

3.1 The researcher recorded the official documents of the Faculty of Education, Mahasarakham University to experts to request assistance in collecting data.

3.2 Contact and coordinate with experts to assess the appropriateness of the components of competence of aesthetic teachers.

3.3 Carry out data collection

#### **4. Data Manipulation and Analysis**

4.1 Organizing data The researcher proceeds as follows.

4.1.1 Verify accuracy Completeness of the assessment form

4.1.2 Code, score and record data on the computer

4.2 Data analysis

Form for evaluating the suitability of methods for strengthening teacher leaders use mean analysis and standard deviation using the criteria for interpreting the mean (Srisa-ard, B. 2010)

4.51 – 5.00 refers to suitability highest level

3.51 – 4.50 refers to very high suitability

2.51 – 3.50 refers to suitability medium level

1.51 – 2.50 refers to suitability low level

1.00 – 1.50 refers to suitability lowest level

## **2. Phase 2 To explore level of the existence conditions, desired conditions and priority needs of competence of aesthetic teacher in higher vocational college in Anhui province.**

The explored existence conditions, desirable conditions and priority needs of competence of aesthetic teacher in higher vocational college in Anhui province, conducted a survey research method with the following research methods.

### **1. Population and sample**

1.1 According to the basic statistical data of the development of education in Anhui province, the population used in this research consists of aesthetic teachers in higher vocational college in Anhui province, total 6,900 teachers.

1.2 The sample group used in the research includes aesthetic educational institution administrators and aesthetic teachers from higher vocational college in Anhui province, mainly from four higher vocational colleges, including Anhui Vocational and Technical College, Fuyang Vocational and Technical College, Fuyang Preschool Education College, Huaibei Vocational and Technical College. Other

respondents were from other higher vocational and technical colleges in Anhui Province. The sample number is about 240 teachers, determined according to the tables of Krejcie and Morgan. The specific data are shown in Table 2:

In order to obtain the sample for this study, the researcher used random sampling technique to extract the study sample. The population was 600 and the Krejcie and Morgan (1970) was used to obtain the sample.

Formula 
$$n = \frac{N}{1 + Ne^2}$$

The meanings are

n = sample size

N = population

e = confidence level (95%)

Then the result of sample size is shown in the table

Table 2. Population and Sample

No.	Kind of Population	Total Population	Total Sample
1.	Aesthetic Teacher	600	240

The researcher performed the following steps.

1. Determine the sample size using the table of Krejcie and Morgan (1970), was 240 people.
2. Stratified Random Sampling classified according by different higher vocational colleges.
3. Calculate the number of samples according to the proportion of the proportion of the population in each stratum. Then simple random sampling (Simple Random Sampling) has details as shown in the table 2.

## 2. Research instrument

### 2.1 Constructed research instrument

The research tool was a questionnaire. Divided into sections, which are:

Part 1 Checklist questionnaire asked about, for example, the status of the respondents in terms of school name, which was a forced choice.

Part 2 Rating Scale questionnaire asked about the existence conditions, and desired conditions. By classifying the questions as a 5-level estimation scale of the Likert Scale, the score value is 5 levels as follows:

5 refers to existence conditions and desired conditions the level as very high

4 refers to existence conditions and desired condition the level as high

3 refers to existence conditions and desired condition the level as medium

2 refers to existence conditions and desired condition the level as low

1 refers to existence conditions and desired condition the level as very low

## **2.2 Find out quality of research instrument**

2.2.1 Study how to construct an estimation scale questionnaire.

2.2.2 Create questionnaire competence of aesthetic teacher in higher vocational college in Anhui province from The results of the study in Phase 1 served as a framework for constructing the questionnaire.

2.2.3 Take it to the thesis advisor to check its accuracy and make improvements according to their advice.

2.2.4 Checking the quality of the questionnaire by checking content validity (Content Validity), the researcher brought the draft questionnaire created by the researcher. and has been considered by the thesis control committee Presented to experts in research or evaluation or evaluation and content to check the validity of the content, suitability, and clarity of the questions carry out tool quality checks. By checking content validity (Content Validity) using the IOC (Index of Congruence) technique, the Concordance (IOC) by the researcher selects a question with a consistency from .60 or higher.

Experts in examining research instruments and considering giving opinions on the consistency of the questionnaire using the IOC (Index of Congruence) technique, 5 experts consist of:

1. Prof. Pan Hongfei, Art College of Fuyang Vocational and Technical College.

2. Prof. Peng Zihua, Dean of the School of Music, Huaibei Normal University.

3. Assoc. Prof. Bai Jing, Director of the Aesthetic Education Teaching and Research Section of Fuyang Preschool College.

4. Prof. Fan Jing, School of Music, Aesthetic education teacher of Fuyang Normal University.

5. Assoc. Dr. Prof. An Qi, Aesthetic education teacher of Huaibei Normal University.

2.2.5 The researcher takes the draft questionnaire that has been checked for validity and considered by the thesis control committee and used to try out with a sample of 20 persons. using Pearson's simple correlation coefficient. By looking at the correlation between item scores and total scores (Item Total Correlation), the researcher selected items with item classification power between .20 - .80.

2.2.6 Checking the confidence value The researcher used the questionnaire with discriminatory power to find the reliability of the whole copy according to Conbrach's alpha coefficient method. (Cronbach'Alpha Coefficient) where the researcher used the confidence criteria for the whole version equal to or greater than .70.

2.2.7 Prepare a complete questionnaire. and used to collect data with samples.

### **3. Data Collection**

3.1 Proceed to request an official letter to collect data from the Faculty of Education.

3.2 Contact and coordinate for assistance in collecting data with samples.

3.3 Data Collection (describe methods such as manual/postal or electronic collection methods).

### **4. Data Manipulation and Analysis**

4.1 Data handling, the researcher proceeds as follows.

4.1.1 Validate exhaustive questionnaire.

4.1.2 Assign codes, give points, and record data on the computer.

4.2 Analysis of questionnaire data.

4.2.1 Part 1 Status of Respondents using frequency and percentage analysis.

4.2.2 Part 2 existence condition and desirable condition use mean analysis and standard deviation (Srisa-ard, B. 2010)

4.51 - 5.00 refers to current/desirable condition as very high

3.51 - 4.50 refers to current/desirable condition as high

2.51 - 3.50 refers to current/desirable condition as medium

1.51 - 2.50 refers to current/desirable condition as low

1.00 - 1.50 refers to current/desirable condition as very low

### **5. Statistics for data analysis**

5.1 The statistics used to determine the quality of the instrument are the Index of Congruance (IOC), discrimination, and Reliability of the Questionnaire

5.2 Basic statistics: frequency, percentage, mean, standard deviation.

5.3 Priority Needs of Index (PNI<sub>modified</sub>).

### **3. Phase 3: To develop and evaluate a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.**

**Step 1 The interview: the researcher proceeds with the following steps:**

**1. Expert.** Researcher set criteria for selecting qualified experts for interview as follows:

1.1 Education: expertise in the field of education and training educational management, educational research or educational psychology, with at least a master degree.

1.2 Experience: experience in teaching and educational leadership.

1.3 Job position: experience in teaching and educational teacher competence in the above fields.

#### **Experts include:**

1. Prof. Zhou An, Party Committee member, vice president, Fuyang Vocational and Technical College

2. Assoc. Prof. Chen Xuejian, Deputy director of Fuyang Vocational and Technical College Training Center

3. Assoc. Prof. Dr. Gao Yu, Associate Dean of the School of Arts, Fuyang Vocational and Technical College

4. Assoc. Prof. Liu Dong, Director of the Department of Humanities and Social Sciences, Huaibei Vocational and Technical College

5. Prof. Wang Jian, Dean of the School of Continuing Education, Fuyang Normal University

## **2. Research instrument**

### **2.1 Constructed research instrument**

Constructed research instrument by data collection was an interview has the following components:

**Part 1** Information of experts: information includes 1) education level 2) job position 3) work experience.

**Part 2** Opinions on the issues: The questionnaire survey is mainly for the comprehensive development competence of aesthetic teacher in higher vocational college in Anhui province in issues about principles and methods.

### **2.2 Find out quality of research instrument**

The researcher has proceeded to create and find the quality of the tools as follows.

1) Study the concepts, theories, and related research: develop a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province

2) Create an interview questionnaire.

3) Take the interview form to the advisor to check the correctness of the interview form, and idioms, and make improvements as recommended.

4) Improve the interview form according to the advice to be published in the complete form.

## **3. Data Collection**

The researcher collects data. The details are as follows.

3.1 Prepare a letter asking for cooperation from the Faculty of Education to experts.

3.2 Submit a letter requesting a cooperation thesis outline and a structured interview form to the experts to ask for assistance in giving an interview.

3.3 Coordinate with experts to request an interview date and time.

3.4 Interview on the appointed date and time.

## **4. Data Manipulation and Analysis**

4.1 Collect interview data and organize information group content.

4.2 Data were analyzed by qualitative data analysis techniques. Content Analysis.

### **Step 2 Formulation or constructed program**

In drafting a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province. The researcher proceeds as follows:

The researcher explains the method of creating by studying principles, concepts, theories, and studying necessary needs. Study good practices and create the program to enhance competence of aesthetic teacher in higher vocational college in Anhui.

1. The researcher took the results of the study from Phase 1, the results of the study of components and guidelines for developing enhance competence of aesthetic teacher in higher vocational college in Anhui province according to the research concept. The draft enhance competence of aesthetic teacher in higher vocational college in Anhui province program consists of 5 components: 1) Principles, 2) Objectives, 3) Contents, 4) Development process, and 5) Evaluation program.
2. The researcher leads a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province. Propose to the advisor for consideration. and improve according to the advice and corrections according to the advisor.
3. The researcher will present the program to experts.

### **Step 3 Evaluation program**

#### **1. Expert. Criteria for selecting qualified experts are as follows:**

- 1.1 Education: expertise in the field of education and training educational management, educational research or educational psychology, with at least a master degree.
- 1.2 Experience: experience in teaching and educational leadership.
- 1.3 Job position: experience in teaching and educational teacher competence in the above fields.

#### **Experts include:**

1. Prof. Zhang Qingyan, Director of the Education Department of Bozhou University

2. Prof. Dr. Cheng Min, dean of the School of Music, Fuyang Normal University

3. Prof. Wu Congrui, School of Fine Arts, Fuyang Normal University

4. Assoc. Prof. Gu Hongfei, Director of training Center of Fuyang Vocational and Technical College

5. Assoc. Prof. Wang Yuan, Aesthetic education teacher of Huaibei Normal University

## **2. Research instrument**

### **2.1 Constructed research instrument**

The researcher developed it by studying documents. Relevant research of program components, then determine the key points to be assessed from the information obtained from the study. Then used to create questions to cover the issue.

### **2.2 Find out quality of research instrument**

2.2.1 Study the details of the components of the program.

2.2.2 Determine the key points to be assessed from the data obtained from the study. used to write questions to cover all issues.

2.2.3 Advisor the correctness of the idioms.

2.2.4 Experts Verify Content Validity of Question Clarity.

**3. Data Collection.** The researcher coordinated with experts to evaluation the to suitability and feasibility of the program.

Researcher required the approval letter from the Faculty of Education, Mahasarakham University before starting the data distribution process. In order to make data collection process effectively and objectively, the request letter was attached with the evaluation form and sent to respondents. The data was distributed by hard copy in which given directly to the experts and also sent evaluation form to the experts through their email. The researcher will receive the data through email or collect complete papers by meeting directly to the experts. And then researcher obtained draft back within one week.

## **4. Data Manipulation and Analysis**

Validate analyze data and interpret data. Criteria by using the mean interpretation criterion (Boonchom Sri-sa-ard, 2010).

4.51 - 5.00 refers to suitability and feasibility as very high.

3.51 - 4.50 refers to suitability and feasibility as high.

2.51 - 3.50 refers to suitability and feasibility as a medium.

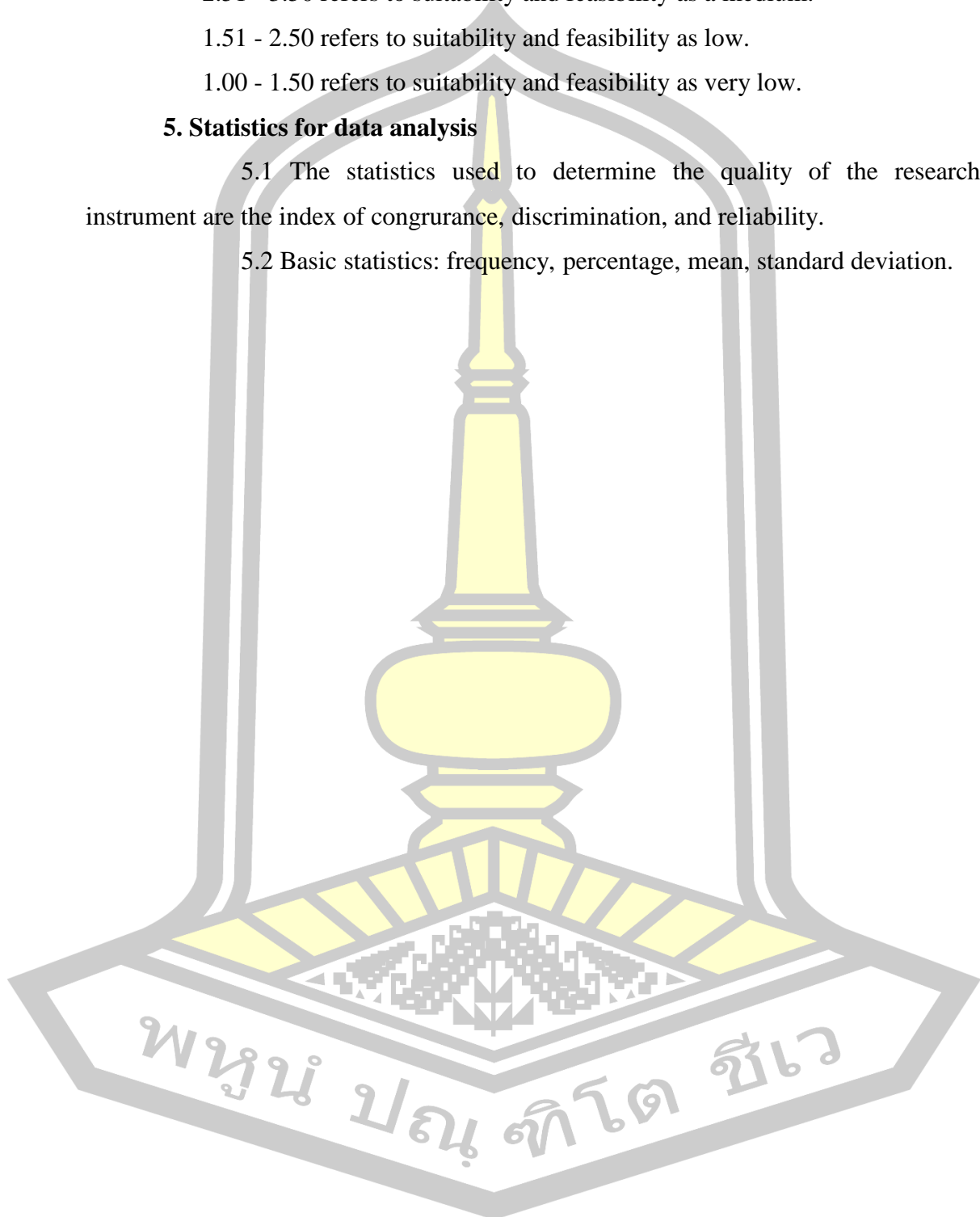
1.51 - 2.50 refers to suitability and feasibility as low.

1.00 - 1.50 refers to suitability and feasibility as very low.

#### **5. Statistics for data analysis**

5.1 The statistics used to determine the quality of the research instrument are the index of congruance, discrimination, and reliability.

5.2 Basic statistics: frequency, percentage, mean, standard deviation.



## CHAPTER IV

### RESULT OF DATA ANALYSIS

Research on Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province. The researcher analyzed the data in the following order:

1. Symbols used to data analysis results
2. Steps for data analysis results
3. Data analysis results

#### 1. The symbol for data analysis representative

$\bar{x}$	replace	Mean
S.D.	replace	Standard Deviation
$PNI_{\text{modified}}$	replace	Priority Need Index modified
N	replace	Population
I	replace	Importance or Desired State
D	replace	Degree of success or Existence State

#### 2. Data analysis sequence

Results of the analysis are divided into 3 phases:

Phase 1: Analyzing components of competence of aesthetic teacher in higher vocational college in Anhui province.

Phase 2: Analyzing existence condition, desired condition and  $PNI_{\text{modified}}$  of competence of aesthetic teacher in higher vocational college in Anhui province.

Phase 3: Developing and evaluating a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

#### 3. Result of data analysis

**Phase 1:** Analyzing components of competence of aesthetic teacher in higher vocational college in Anhui province, divided into 2 steps:

**Step 1** The results of the analysis and synthesis of the competence of aesthetic teacher in higher vocational college in Anhui province consisting of 1) Teacher Knowledge 2) Teaching Skills 3) Professional Skills and 4) Activity Management.

**Step 2** Evaluation the the suitability of components of aesthetic teachers' competence in higher vocational college in Anhui province. At Table 3.

Results of the evaluation of the suitability of components of aesthetic teachers' competence in higher vocational college in Anhui province by experts.

Table 3. Mean and level of suitability of components of aesthetic teachers' competence in higher vocational college in Anhui province.

Items	Components of Competence of Aesthetic Teacher	$\bar{x}$	S.D.	Interpret
1.	Aesthetic Knowledge	4.60	0.55	Highest Suitable
2.	Aesthetic Teaching Skills	4.70	0.45	Highest Suitable
3.	Professional Aesthetic Skills	4.80	0.45	Highest Suitable
4.	Activity Management	4.60	0.55	Highest Suitable
	Total	4.70	0.47	Highest Suitable

From Table 3, it was found that the components of competence for aesthetic teachers in higher vocational colleges in Anhui province were level overall at the highest level ( $\bar{x} = 4.70$ ). When considering each aspect, the suitability levels were ranked from highest to lowest as follows: 1) aesthetic teaching skills ( $\bar{x} = 4.80$ ), 2) aesthetic knowledge ( $\bar{x} = 4.70$ ), 3) professional aesthetic skills ( $\bar{x} = 4.70$ ), and 4) activity management competence ( $\bar{x} = 4.60$ ).

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**Phase 2: Analyzing existence condition, desired condition and  $PNI_{\text{modified}}$  of competence of aesthetic teacher in higher vocational college in Anhui province.**

Table 4. The existence condition, desire condition and  $PNI_{\text{modified}}$  of components of competence of aesthetic teacher in higher vocational college in Anhui province.

Classified by components.

Component	Existence condition			Desire condition			$PNI_{\text{modified}}$	Order Priority Needs
	$\bar{x}$	S.D.	interpret	$\bar{x}$	S.D.	interpret		
1.Aesthetic Knowledge	3.29	0.93	medium	4.32	0.76	high	0.313	2
2.Aesthetic Teaching Skills	3.52	0.90	high	4.50	0.63	high	0.278	3
3.Professional Aesthetic Skills	3.53	0.98	high	4.44	0.67	high	0.258	4
4.Activity Management	3.37	1.05	medium	4.44	0.68	high	0.318	1
<b>Total</b>	3.43	0.97	medium	4.43	0.69	high	-	-

From Table 4, it was found that the existence condition of competence was at the medium level overall ( $\bar{x} = 3.43$ ). Considering each aspect, the existence condition levels were ranked from highest to lowest as follows: 1) professional aesthetic skills ( $\bar{x} = 3.53$ ), 2) aesthetic teaching skills ( $\bar{x} = 3.52$ ), 3) activity management ( $\bar{x} = 3.37$ ), and 4) aesthetic knowledge ( $\bar{x} = 3.29$ ).

The desired condition of competence was at a high level overall ( $\bar{x} = 4.43$ ). Considering each aspect, the desired condition levels were ranked from highest to lowest as follows: 1) aesthetic teaching skills ( $\bar{x} = 4.50$ ), 2) professional aesthetic skills ( $\bar{x} = 4.44$ ), 3) activity management ( $\bar{x} = 4.44$ ), and 4) aesthetic knowledge ( $\bar{x} = 4.32$ ).

The Priority Need Index modified ( $PNI_{\text{modified}}$ ), the order of the priority need index was modified as follows: the first is activity management ( $PNI_{\text{modified}} = .318$ ), the second is aesthetic knowledge ( $PNI_{\text{modified}} = .313$ ), the third is aesthetic teaching skills ( $PNI_{\text{modified}} = .278$ ), and the fourth is professional aesthetic skills ( $PNI_{\text{modified}} = .258$ ).

Table 5. The existence condition, desire condition and  $PNI_{\text{modified}}$  of aesthetic teacher competence components in higher vocational colleges in Anhui Province, classified by aesthetic knowledge component items.

Component	Existence condition			Desire condition			$PNI_{\text{modified}}$	Order Priority Needs
	$\bar{x}$	S.D.	interpret	$\bar{x}$	S.D.	interpret		
1.You have knowledge about aesthetics.	3.45	1.009	medium	4.41	0.66	high	0.278	3
2.You have knowledge about aesthetics education.	3.37	0.86	medium	4.26	0.73	high	0.264	4
3.You have knowledge about the development history of aesthetics.	2.91	0.96	medium	4.16	0.81	high	0.430	1
4. You have knowledge about	3.42	0.90	medium	4.43	0.84	high	0.295	2

psychology, pedagogy.								
<b>Total</b>	3.29	0.93	medium	4.32	0.76	high		

From Table 5, it was observed that the overall existence condition of aesthetic knowledge was at a medium level ( $\bar{x} = 3.29$ ). Considering each item, it was determined that the existence condition levels were ranked most you have knowledge about aesthetics ( $\bar{x} = 3.45$ ), second most you have knowledge about psychology, pedagogy ( $\bar{x} = 3.42$ ), and least you have knowledge about the development history of aesthetics. ( $\bar{x} = 2.91$ ).

The desired condition of competence of were level overall at the high ( $\bar{x} = 4.32$ ). Considering each item, it was found that the desired condition levels were ranked most you have knowledge about psychology, pedagogy ( $\bar{x} = 4.43$ ), second most you have you have knowledge about aesthetics. ( $\bar{x} = 4.41$ ), and least you have knowledge about the development history of aesthetics ( $\bar{x} = 4.16$ ).

The Priority Need Index modified ( $PNI_{\text{modified}}$ ), with the highest priority being knowledge about the development history of aesthetics ( $PNI_{\text{modified}} = 0.430$ ), followed by knowledge about psychology and pedagogy ( $PNI_{\text{modified}} = 0.295$ ), and lastly, knowledge about aesthetics education ( $PNI_{\text{modified}} = 0.264$ ).

Table 6. The existence condition, desire condition and  $PNI_{\text{modified}}$  of components of competence of aesthetic teacher in higher vocational college in Anhui province.

Classified by items of component of aesthetic teaching skills.

Component	Existence condition			Desire condition			PNI modified	Order Priority Needs
	$\bar{x}$	S.D.	interpret	$\bar{x}$	S.D.	interpret		
1. You have systematically mastered the knowledge of	3.45	1.01	medium	4.46	0.62	high	0.293	4

theoretical knowledge of teaching design.								
2. You have the knowledge about the curriculum and the textbook structure system.	3.40	0.81	medium	4.36	0.71	high	0.282	5
3. You have the knowledge about educational psychology knowledge.	3.43	0.94	medium	4.53	0.61	very high	0.321	3
4. You have the ability of digital teaching.	3.28	0.88	medium	4.36	0.75	high	0.329	1
5. You have the ability to systematically design the course.	3.37	0.89	medium	4.47	0.61	high	0.326	2
6. You have the ability to organize and manage classroom	3.67	0.89	high	4.57	0.61	very high	0.245	7

teaching.								
7.You have the ability to communicate with students emotionally.	3.92	0.85	high	4.60	0.61	very high	0.173	8
8.You have the ability to teaching analysis and evaluation.	3.64	0.92	medium	4.64	0.54	very high	0.275	6
<b>Total</b>	3.52	0.90	medium	4.50	0.63	high		

From the table 6, it was found that the existence condition of aesthetic teaching skills was at a medium level overall ( $\bar{x} = 3.52$ ). Considering each item, it was found that the existence condition levels were ranked as follows: most importantly, the ability to communicate with students emotionally ( $\bar{x} = 3.92$ ), secondly, the ability to organize and manage classroom teaching ( $\bar{x} = 3.67$ ), and least, the ability of digital teaching ( $\bar{x} = 3.28$ ).

The desired condition of aesthetic teaching skills was at a high level overall ( $\bar{x} = 4.50$ ). Considering each item, it was determined that the highest desired condition levels were for the ability to teaching analysis and evaluation ( $\bar{x} = 4.64$ ), followed by the ability to communicate with students emotionally ( $\bar{x} = 4.60$ ). The least desired condition levels were for the knowledge about the curriculum and the textbook structure system ( $\bar{x} = 4.36$ ), and for the ability of digital teaching ( $\bar{x} = 4.36$ ).

The Priority Need Index modified ( $PNI_{\text{modified}}$ ), with the highest priority being you have the ability of digital teaching ( $PNI_{\text{modified}} = .329$ ), followed by you have the ability to systematically design the course ( $PNI_{\text{modified}} = .326$ ), and lastly, you have the ability to communicate with students emotionally ( $PNI_{\text{modified}} = .173$ ).

Table 7. The existence condition, desire condition and  $PNI_{\text{modified}}$  of components of competence of aesthetic teacher in higher vocational college in Anhui province, classified by items of professional aesthetic skills.

Component	Existence condition			Desire condition			$PNI_{\text{modified}}$	Order Priority Needs
	$\bar{x}$	S.D.	interpret	$\bar{x}$	S.D.	interpret		
1. You have master an aesthetic skill.	3.43	1.04	medium	4.37	0.75	high	0.274	1
2. You are able to fully demonstrate your aesthetic skills.	3.53	1.11	high	4.36	0.71	high	0.235	5
3. You can improve students' creativity with your creative ability.	3.53	0.97	high	4.46	0.62	high	0.263	3
4. You can improve emotional communication skills with a certain aesthetic skill.	3.57	0.91	high	4.43	0.67	high	0.241	4
5. You can interpret the classical works	3.60	0.86	high	4.57	0.58	very high	0.269	2

in the language of art.								
Total	3.53	0.98	high	4.44	0.67	high		

From Table 7, it was observed that the existence condition of professional aesthetic skills was at a medium level overall ( $\bar{x} = 3.53$ ). Considering each item, it was found that the the existence condition levels were ranked as follows: most importantly, the ability to interpret classical works in the language of art ( $\bar{x} = 3.60$ ), secondly, improve emotional communication skills with a certain aesthetic skill ( $\bar{x} = 3.57$ ), and least importantly, the master an aesthetic skill ( $\bar{x} = 3.43$ ).

The desired condition of competence was at a high level overall ( $\bar{x} = 4.44$ ). Considering each item, it was found that the desired condition levels were ranked as follows: most importantly, you can interpret the classical works in the language of art ( $\bar{x} = 4.57$ ), secondly, you can improve students' creativity with your creative ability ( $\bar{x} = 4.46$ ), and least importantly, you are able to fully demonstrate your aesthetic skills.

The Priority Need Index modified ( $PNI_{\text{modified}}$ ), with the highest priority being you have master an aesthetic skill ( $PNI_{\text{modified}}=.274$ ), followed by you can interpret the classical works in the language of art ( $PNI_{\text{modified}}=.269$ ), and lastly, you are able to fully demonstrate your aesthetic skills ( $PNI_{\text{modified}}=.235$ ).

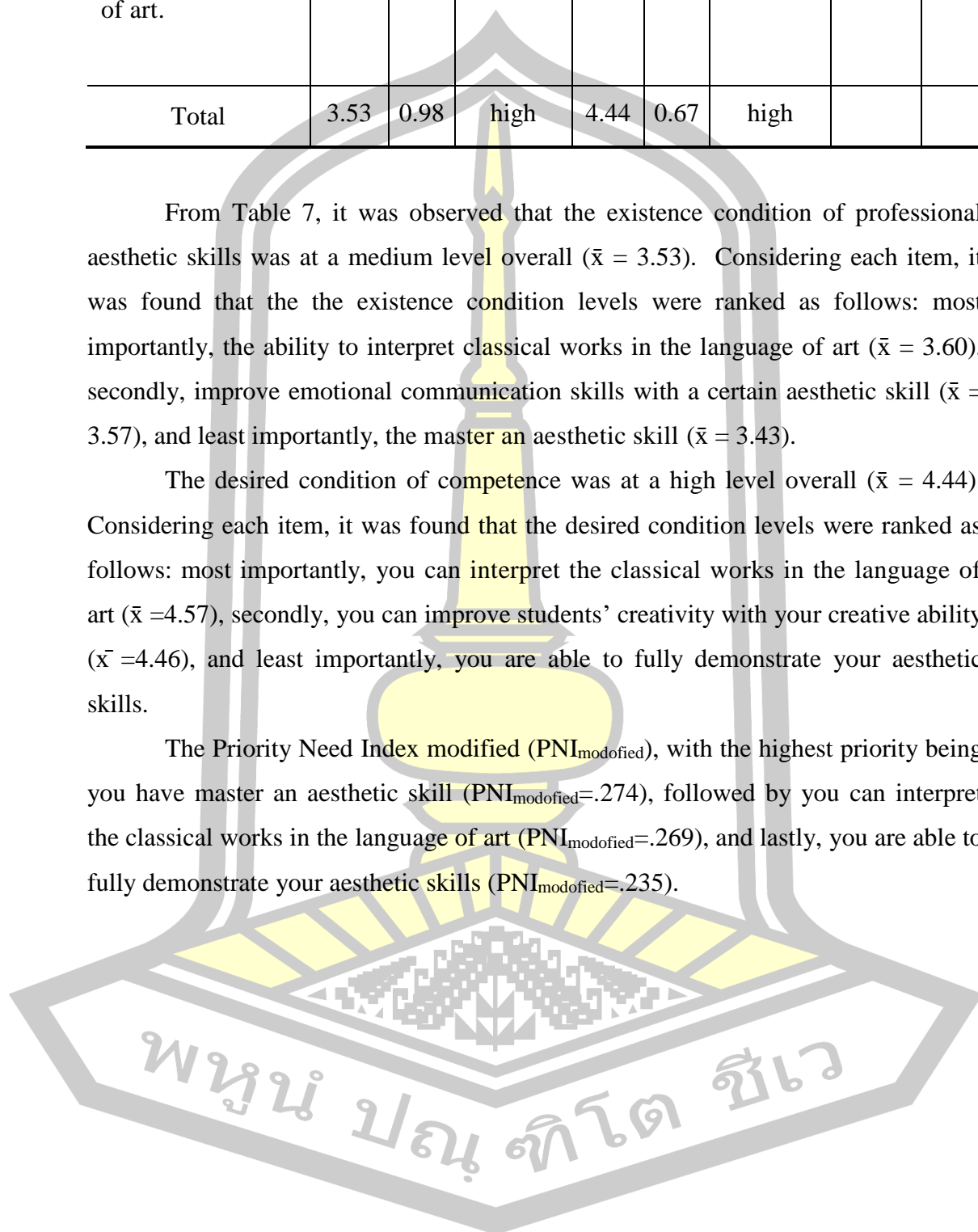


Table 8. The existence condition, desire condition and  $PNI_{\text{modified}}$  of components of competence of aesthetic teacher in higher vocational college in Anhui province. Classified by items of component of activity management.

Component	Existence condition			Desire condition			$PNI_{\text{modified}}$	Order Priority Needs
	$\bar{x}$	S.D.	interpret	$\bar{x}$	S.D.	interpret		
1. You are able to combine community activities with Course Ideology and Politics.	3.37	1.09	medium	4.39	0.72	high	0.304	6
2. You are able to combine community activities with discipline construction.	3.27	1.14	medium	4.43	0.67	high	0.357	3
3. You are able to combine community activities with aesthetic education resources.	3.29	1.09	medium	4.36	0.71	high	0.326	4
4. You have the ability to	3.44	1.01	medium	4.50	0.67	high	0.309	5

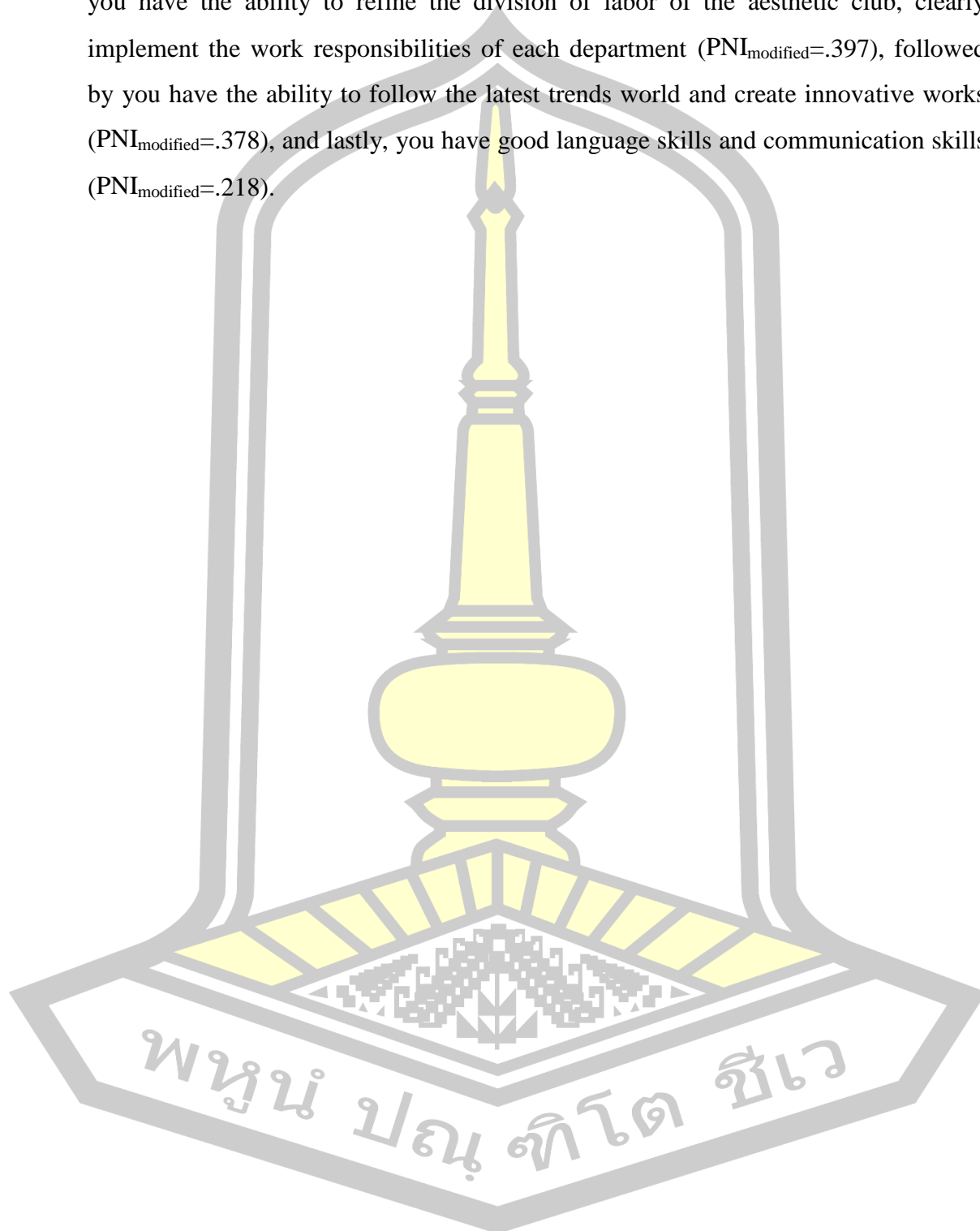
give professional guidance to students, lead students into a certain professional field.								
5. You have good language skills and communication skills.	3.69	0.94	high	4.50	0.67	high	0.218	8
6. You have the ability to establish community culture to enhance the cohesion of the community.	3.47	0.97	medium	4.40	0.72	high	0.268	7
7. You have the ability to refine the division of labor of the aesthetic club, clearly implement the work	3.20	1.09	medium	4.47	0.67	high	0.397	1

responsibilities of each department.								
8.You have the ability to follow the latest trends world and create innovative works.	3.26	1.04	medium	4.50	0.62	high	0.378	2
<b>Total</b>	3.37	1.05	medium	4.44	0.68	high		

From Table 8, it was observed that the existence condition of professional aesthetic skills was at a medium level overall ( $\bar{x} = 3.37$ ). Considering each item, it was found that the the existence condition levels were ranked as follows: most importantly, ou have good language skills and communication skills ( $\bar{x} = 3.69$ ), secondly, you have the ability to establish community culture to enhance the cohesion of the community ( $\bar{x} = 3.47$ ), and least importantly, you have the ability to refine the division of labor of the aesthetic club, clearly implement the work responsibilities of each department ( $\bar{x} = 3.20$ ).

The desired condition of competence was at a high level overall ( $\bar{x} = 4.44$ ). Considering each item, it was found that the desired condition levels were ranked as follows: most importantly, you have the ability to give professional guidance to students, lead students into a certain professional field ( $\bar{x} = 4.50$ ), and you have good language skills and communication skills ( $\bar{x} = 4.50$ ), and you have the ability to follow the latest trends world and create innovative works ( $\bar{x} = 4.50$ ), secondly, you have the ability to refine the division of labor of the aesthetic club, clearly implement the work responsibilities of each department ( $\bar{x} = 4.47$ ), and least importantly, you are able to combine community activities with aesthetic education resources ( $\bar{x} = 4.36$ ).

The Priority Need Index modified ( $PNI_{\text{modified}}$ ), with the highest priority being you have the ability to refine the division of labor of the aesthetic club, clearly implement the work responsibilities of each department ( $PNI_{\text{modified}}=.397$ ), followed by you have the ability to follow the latest trends world and create innovative works ( $PNI_{\text{modified}}=.378$ ), and lastly, you have good language skills and communication skills ( $PNI_{\text{modified}}=.218$ ).



### **Phase 3: Developing a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.**

#### **Step 1 Interview**

Based on the study results of the Priority Needs Index modified (PNI<sub>modified</sub>), the existence and desired conditions of competence for aesthetic teachers in higher vocational colleges in Anhui province were examined. To develop a program to enhance the competence of aesthetic teachers in higher vocational college in Anhui province, interviews with 5 experts were conducted. The results of the data analysis from the 5 experts, as follows:

#### **1. Components of program**

From the study of documents and textbooks, the program designed to enhance the competence of aesthetic teachers in higher vocational colleges in Anhui province consists of five components: 1) Principles, 2) Objectives, 3) Contents, 4) Development Process, and 5) Evaluation. These components align with the opinions of experts, as stated below.

“...The program’s five components encompass the development of competencies for aesthetic teachers in higher vocational colleges in Anhui province...”

(Interviewee 1, January 22, 2025 interview)

“...The program comprises five comprehensive components and content. Regarding evaluation, the guidelines should be aligned with the program's objectives. The evaluation concept should be clearly defined...”

(Interviewee 2, January 22, 2025 interview)

“...The components of the content are very appropriate. If teachers undergo comprehensive development, it will be beneficial to both aesthetic teachers themselves and to higher vocational colleges in Anhui province...”

(Interviewee 3, January 23, 2025 interview)

“...The five components of the program can be viewed as a set of developments that adhere to the concept of teacher development. In terms of content, it is comprehensive and applicable in practice...”

(Interviewee 4, January 23, 2025 interview)

“...The five components are appropriate. The purpose of the program should align with the development of aesthetic teacher competence in higher vocational colleges in Anhui province, enabling teachers to become professionals, which will bring benefits to the organizations in which they work...”

(Interviewee 5, January 23, 2025 interview)

In summary, the five components of the program, including principles, objectives, contents, development process, and evaluation, forming a coherent and comprehensive framework for enhancing the competence of aesthetic teachers in higher vocational colleges in Anhui province. The alignment with expert opinions confirms that this program will play a pivotal role in improving the quality of aesthetic education, benefiting both teachers and students, and contributing to the broader goals of educational reform and development in the region. Through careful implementation and ongoing assessment, this program will strengthen the professional capacities of aesthetic teachers and, by extension, enhance the educational experience for students in Anhui’s higher vocational colleges.

## **2. Principles of Enhance Competence of Teachers development**

From interviews with experts on key issues, it is evident that the Learning Model 70:20:10 enhances the competence of aesthetic teachers in higher vocational colleges in Anhui province. Experts consistently agree on the effectiveness of the Learning Model 70:20:10 in developing teacher competencies, as outlined below.

“...The principle of teacher development, which is grounded in the concept of personnel development according to the Learning Model 70:20:10, is both insightful and practical. This model posits that for individuals to truly develop their potential, there needs to be a balanced proportion of key elements that foster growth and learning. Specifically, 70% of learning comes from challenging assignments and on-

the-job experiences, 20% from developmental relationships and interactions with others, and 10% from formal educational events and coursework...”

(Interviewee 1, January 22, 2025 interview)

“...The principle of teacher development, which aligns with the Learning Model 70:20:10 framework, underscores the importance of social learning and formal training. By exchanging knowledge with colleagues, participating in professional learning communities, and seeking mentorship from experts, teachers can gain valuable insights and broaden their perspectives. Formal training and workshops also play a critical role in providing structured learning opportunities that introduce new theories, methodologies, and technologies in education. By integrating these elements, Chinese universities can create a dynamic and supportive environment that promotes continuous professional development and elevates the overall quality of education...”

(Interviewee 2, January 22, 2025 interview)

“...Agreeing with the principle of teacher development, the concept of the 70:20:10 framework is indeed essential. This versatile approach can be effectively implemented in Chinese universities. The Learning Model 70:20:10 posits that 70% of learning comes from on-the-job experiences, 20% from interactions with others, and 10% from formal educational events, providing a balanced and comprehensive strategy for professional growth. The flexibility of this framework allows it to be tailored to the specific needs and contexts of educators in Chinese universities, fostering their development in a practical and influential manner...”

(Interviewee 3, January 23, 2025 interview)

“...The principle of teacher development that embraces the Learning Model 70:20:10 offers a comprehensive and balanced approach. By incorporating experiential learning, relational development, and formal education, this model ensures that teachers are well-equipped to maximize their potential and positively impact their students’ learning experiences...”

(Interviewee 4, January 23, 2025 interview)

“...I agree with the principle of teacher development that employs the concept of development from work. Self-development is a learning process, whether

through education or training, which involves applying knowledge, information, news, skills, attitudes, and new ideas to improve and adapt for the benefit of current and future work. Training is a crucial step in personnel development that every organization emphasizes because it is a process that helps individuals, viewed as a vital component in the growth of an organization, to progress and achieve goals effectively. Training enhances knowledge and skills, enabling individuals to work more efficiently and produce superior outcomes...”

(Interviewee 5, January 23, 2025 interview)

In summary, the Learning Model 70:20:10 offers a balanced and effective strategy for enhancing the competence of aesthetic teachers in higher vocational colleges in Anhui province. Its emphasis on hands-on learning, collaboration, and structured education provides a holistic approach to professional development that aligns with the evolving needs of aesthetic education.

### **3. The methods of development to enhance competence of aesthetic teacher in higher vocational college in Anhui province.**

From interviews with experts on key issues, the methods of development consist of principles and methods of competence of teacher development, including the Learning Model 70:20:10, and methods of developing social competence, which include: 1) practice in the workplace, 2) coaching, 3) mentoring, 4) training, and 5) workshops.

“...I agree with the development approach to develop the competencies of aesthetic teachers in higher vocational colleges in Anhui province using this concept because: training, mentoring, and workshops are more formal methods of professional development that involve structured learning environments. Training programs are designed to teach specific skills or knowledge relevant to one’s job, often through a combination of theoretical instruction and practical exercises. Workshops, usually shorter in duration, offer opportunities for individuals to deepen their understanding of particular topics, network with peers, and engage in collaborative learning activities...”

(Interviewee 1, January 22, 2025 interview)

“...Agreeing with the development approach to cultivate the competencies of aesthetic teachers in higher vocational colleges in Anhui province using this concept because coaching, mentoring, training, workshops, and professional development are all integral to fostering a well-rounded and capable workforce. Each method contributes to the overall growth and success of individuals and organizations, promoting a culture of continuous learning and improvement...”

(Interviewee 2, January 22, 2025 interview)

“...I agree with the development approach to develop the competencies of aesthetic teachers in higher vocational colleges in Anhui province using this concept because professional development is a multifaceted process that encompasses various strategies and activities designed to enhance one’s skills, knowledge, and competencies in the workplace. Among these strategies are job coaching, mentoring, training, and workshops, each offering unique benefits to individuals striving to grow in their careers...”

(Interviewee 3, January 23, 2025 interview)

“...Agree with the development approach to develop the competencies of aesthetic teachers in higher vocational colleges in Anhui province using this concept because: Each of these professional development methods, whether on-the-job training, coaching, mentoring, training, or workshops, plays a crucial role in enhancing an individual's career. By leveraging these diverse approaches, teachers can continuously improve their skills, stay competitive, and achieve long-term success in their careers...”

(Interviewee 4, January 23, 2025 interview)

“...I agree with the development approach to develop the competencies of aesthetic teachers in higher vocational colleges in Anhui province using this concept because: professional development through practice in the workplace, coaching, mentoring, training, and workshops offers a comprehensive approach to career growth. Through these methods, individuals can enhance their capabilities, stay competitive in their fields, and achieve their career aspirations...”

(Interviewee 5, January 23, 2025 interview)

In summary, the development approach to enhance the competencies of aesthetic teachers in higher vocational colleges in Anhui province, as outlined through the Learning Model 70:20:10 and a range of competence development methods, offers a comprehensive strategy for professional growth. By integrating these diverse and complementary approaches, including experiential learning, coaching, mentoring, formal training, and workshops, educators can maximize their potential, stay competitive in their fields, and achieve long-term success in their teaching careers. This holistic development strategy is vital for ensuring the continued improvement and effectiveness of aesthetic education in higher vocational colleges in Anhui province.

**4. The number of hours dedicated to development in learning, as taught by teachers who participated in the creation of components involving aesthetic knowledge, aesthetic teaching skills, professional aesthetic skills, and activity management, should be allocated appropriately for each content area. How many hours should be dedicated to each?**

"...The training lasts approximately 15 hours, of which 4 hours focus on activity management, another 4 hours on aesthetic knowledge, 3.5 hours for aesthetic teaching skills, and 3.5 hours for professional aesthetic skills..."

(Interviewee 1, January 22, 2025 interview)

"...Training lasts approximately 14 hours, including 4 hours for activity management, 4 hours for aesthetic knowledge, 3 hours for aesthetic teaching skills, and 3 hours for professional aesthetic skills..."

(Interviewee 2, January 22, 2025 interview)

"...The ideal number of hours would be approximately 2 days of training, which would equate to around 12 hours, with an average of 3 hours per session..."

(Interviewee 3, January 23, 2025 interview)

"...The training duration is approximately 12 hours, with activity management content taking up 3 hours, aesthetic knowledge content taking up 3 hours, aesthetic teaching skills content taking up 3 hours, and professional aesthetic skills content also taking up 3 hours..."

(Interviewee 4, January 23, 2025 interview)

“...In the formal classroom learning model, the development time of each part should be about three hours...”

(Interviewee 5, January 23, 2025 interview)

In summary, it is clear that there is a strong consensus on the need to allocate a balanced amount of time for each of the four key areas in the development program for aesthetic teachers in higher vocational colleges in Anhui province: activity management, aesthetic knowledge, aesthetic teaching skills, and professional aesthetic skills. The suggested hours from the experts vary slightly, but the general agreement emphasizes a fair distribution of time across these components. The experts suggest the total duration for the training program is expected to be 12 to 15 hours, with each component receiving a reasonable and proportionate amount of time to ensure comprehensive development of aesthetic teachers.

### **5. Evaluation**

Through interviews with five experts in the field of aesthetic teacher competency development in higher vocational college in Anhui province, the experts put forward the following views:

“...One component of assessing faculty competence is student performance and feedback. Student assessments, including standardized tests and classroom-based evaluations, can reveal the effectiveness of teachers in promoting learning. Furthermore, student surveys and feedback can provide valuable perspectives about teacher’s ability to create supportive and motivational learning environments. However, it is important to consider these measures in context, as many factors beyond faculty control may influence student performance...”

(Interviewee 1, January 22, 2025 interview)

“...The aesthetic teaching skills that teachers show in the classroom are not only reflected in the way that they impart knowledge, but also reflected in their deep understanding and respect for students’ individual differences. Through careful observation and evaluation, they identify the unique needs and potential of each student, and then provide personalized guidance and support. This teaching method helps to stimulate students’ intrinsic motivation, develop critical thinking and problem-solving skills. Teachers also enhance their social skills and teamwork

through carefully designed courses and activities that promote their interaction and collaboration among students. Finally, teachers' aesthetic teaching skills not only improve students' learning effectiveness, but also lay a solid foundation for their lifelong learning..."

(Interviewee 2, January 22, 2025 interview)

"...Classroom observations are a prevalent method, typically involving administrators or fellow educators, to evaluate a teacher's instructional strategies, classroom control, and interactions with pupils. Besides these direct observations, faculty skill evaluation can also be achieved via peer review and pupil feedback. Peer review enables educators to assess their peers, exchange best practices, and offer helpful advice grounded in shared experiences. Student feedback offers an alternative viewpoint on teaching effectiveness and aids in comprehending the student learning experience and satisfaction. Moreover, self-assessment by teachers is a crucial element, fostering self-reflection and pinpointing areas for personal advancement and growth. These methods collectively form a thorough competency evaluation framework for faculty..."

(Interviewee 3, January 23, 2025 interview)

"...Teachers' classroom management skills are the key to assessing their abilities. An excellent teacher can create an orderly and supportive learning atmosphere to ensure that every student can actively participate in learning. They are good at dealing with various situations in the classroom, including motivating students, dealing with discipline issues, and adapting teaching methods to students' needs. Classroom management not only involves maintaining order, but also involves stimulating students' active participation and promoting their personal development. Teachers' communication skills should also not be ignored. Effective communication skills help teachers to build good relationships with students, parents, and colleagues. They were able to clearly express their teaching objectives and expectations, while listening to and understanding the students' needs and feedback. This two-way communication not only helps to improve the teaching effect, but also enhances students' learning motivation and sense of participation. In addition, teachers should

also have the ability of reflection and self-assessment, in order to continuously improve their own teaching practice...”

(Interviewee 4, January 23, 2025 interview)

“...In teacher evaluation, professional growth and self-evaluation are equally crucial. Through seminars, course learning, and peer collaboration, teachers are encouraged to continue learning, so that they can keep abreast of the latest educational strategies and technologies. Self-evaluation tools help teachers reflect on their teaching practices, set personal goals, and take responsibility for their career development. A comprehensive evaluation system should be balanced, with objective data and reflective practice to support teachers in pursuing excellence and ultimately improve students’ learning outcomes. In addition to self-assessment, peer feedback plays a significant role in the professional development process. When teachers observe and provide constructive feedback to their colleagues, it fosters a culture of collaboration and mutual support. This feedback loop not only helps identify areas for improvement but also celebrates strengths and achievements. Furthermore, involving students in the evaluation process can offer valuable insights into teaching effectiveness and student engagement. By incorporating student perspectives, educators can tailor their instruction to better meet the needs of their learners. Ultimately, a well-rounded evaluation system that integrates these various components will lead to a more dynamic and responsive educational environment...”

(Interviewee 5, January 23, 2025 interview)

In summary, a comprehensive evaluation system for aesthetic teachers should combine these diverse evaluation methods to foster continuous improvement and promote a supportive, dynamic learning environment. This holistic approach ensures that teachers can refine their competencies, leading to better educational outcomes for their students.

Based on the above, the researcher summarized the findings to develop a program aimed at enhancing competence of aesthetic teacher in higher vocational college in Anhui province, as detailed in Table 9 following interviews with 5 experts.

Table 9. Structure of component, principles, methods and hours of program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province.

<b>Component</b>	<b>Principles of development to enhance the competence of teachers</b>	<b>Methods of development to enhance the competence of teachers</b>	<b>Hours</b>
Aesthetic Knowledge	70: learning by experience	practice in workplace	35
	20: learning by others	- coaching - mentoring	10
	10: learning by course	- training - workshop	5
Aesthetic Teaching Skills	70: learning by experience	practice in workplace	28
	20: learning by others	- coaching - mentoring	8
	10: learning by course	- training - workshop	4
Professional Aesthetic Skills	70: learning by experience	practice in workplace	21
	20: learning by others	- coaching - mentoring	6
	10: learning by course	- training - workshop	3
Activity Management	70: learning by experience	practice in workplace	42
	20: learning by others	- coaching - mentoring	12
	10: learning by course	- training - workshop	6
			180

From table 9 The program to program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province found that the total development time is 180 hours, of which the aesthetic knowledge takes 50 hours, the aesthetic teaching skills takes 40 hours, the professional aesthetic skill takes 30 hours, and the activity management takes 60 hours.

### **Step 2: Program to Enhance the Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province.**

To enhance the competence of aesthetic teacher in higher vocational college in Anhui province, the researchers have made a program through literature research and expert interviews. The researchers drafted the program and submitted it to the experts for review, made suggestions, and evaluated the suitability and feasibility of the program for enhancing the competence of aesthetic teacher in higher vocational college in Anhui province.

#### **Draft of the program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province by researcher**

**Part 1:** Introduce the program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province as follows:

##### **1. Principle**

Competence of teachers covers the management of teaching process and learning activities, classroom management, subject and professional knowledge, teaching strategies and the application of teaching media, which jointly promote the promotion of learning. These skills are technical and directly related to teacher performance. Some indicators of competence of aesthetic teachers include: the understanding of aesthetics and aesthetic education, the understanding of the development history of aesthetics, the knowledge of psychology and pedagogy, the understanding of the structure system of curriculum and textbooks, and the mastery of the knowledge of educational psychology. Thus, educators can lead every learner to meet the proficiency benchmarks established in the educational guidelines by applying the personnel development principles concept as per the Learning Model 70:20:10, an inventive approach. This model specifies that

individuals can enhance their skills through three fundamental activities, in the following percentages: 1) 70% comes from activities that foster personal growth through experiences (Experience), such as learning from daily tasks, tackling challenging assignments, and engaging in practice. 2) 20% is derived from activities that promote development through exposure (Exposure) to learning and growth, including mentorship, collaborating with networks, or learning from peers. 3) 10% percent is attributed to activities that facilitate self-improvement through formal education (Education), which involves studying and developing skills via structured learning in educational settings or through diverse courses, programs, and methods designed to enhance the capabilities of aesthetic educators, encompassing 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop.

## **2. Purpose**

To enhance the competence of aesthetic teacher in higher vocational college in Anhui province.

## **3. Content**

Program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province, covering four modules:

### **Module 1: Aesthetic Knowledge**

This module's content focuses on the competence of aesthetic teachers, encompassing their understanding of aesthetics and aesthetic education, the historical progression of aesthetics, as well as psychology and pedagogical principles.

### **Module 2: Aesthetic Teaching Skills**

This module's content covers the need for teachers to possess theoretical understanding of instructional design, curriculum and textbook structure, as well as systemic knowledge, educational psychology, digital teaching skills, the ability to systematically plan courses, organize and manage classroom instruction, emotional communication skills, and the capacity for teaching analysis and evaluation.

### **Module 3: Professional Aesthetic Skills**

This module's content involves teachers to master professional aesthetic skills, demonstrate their aesthetic skills, use creative ability to enhance students' creativity, enhance emotional communication through specific aesthetic skills, and interpret classical works in artistic language.

#### **Module 4: Activity Management**

This module's content revolves around the integration of community activities with Course Ideology and Politics, community activities with discipline development, and community activities with aesthetic education resources. Moreover, educators can offer specialized guidance to pupils, ushering them into specific professional domains, possessing adept linguistic and interpersonal skills. By fostering community culture, they can bolster the community's unity, streamline the division of labor, define the roles of each department, stay abreast of global trends, and produce innovative creations.

#### **4. Development process**

Principles and methods of competence of teacher development by the Learning Model 70:20:10 and methods of developing competence, consisting of 1)practice in workplace 2)coaching 3)mentoring 4)training and 5)workshop

#### **5. Evaluation**

Evaluation before development, evaluation during development and evaluation after development

5.1 Testing.

5.2 Behavioral observation.

5.3 Interviews.

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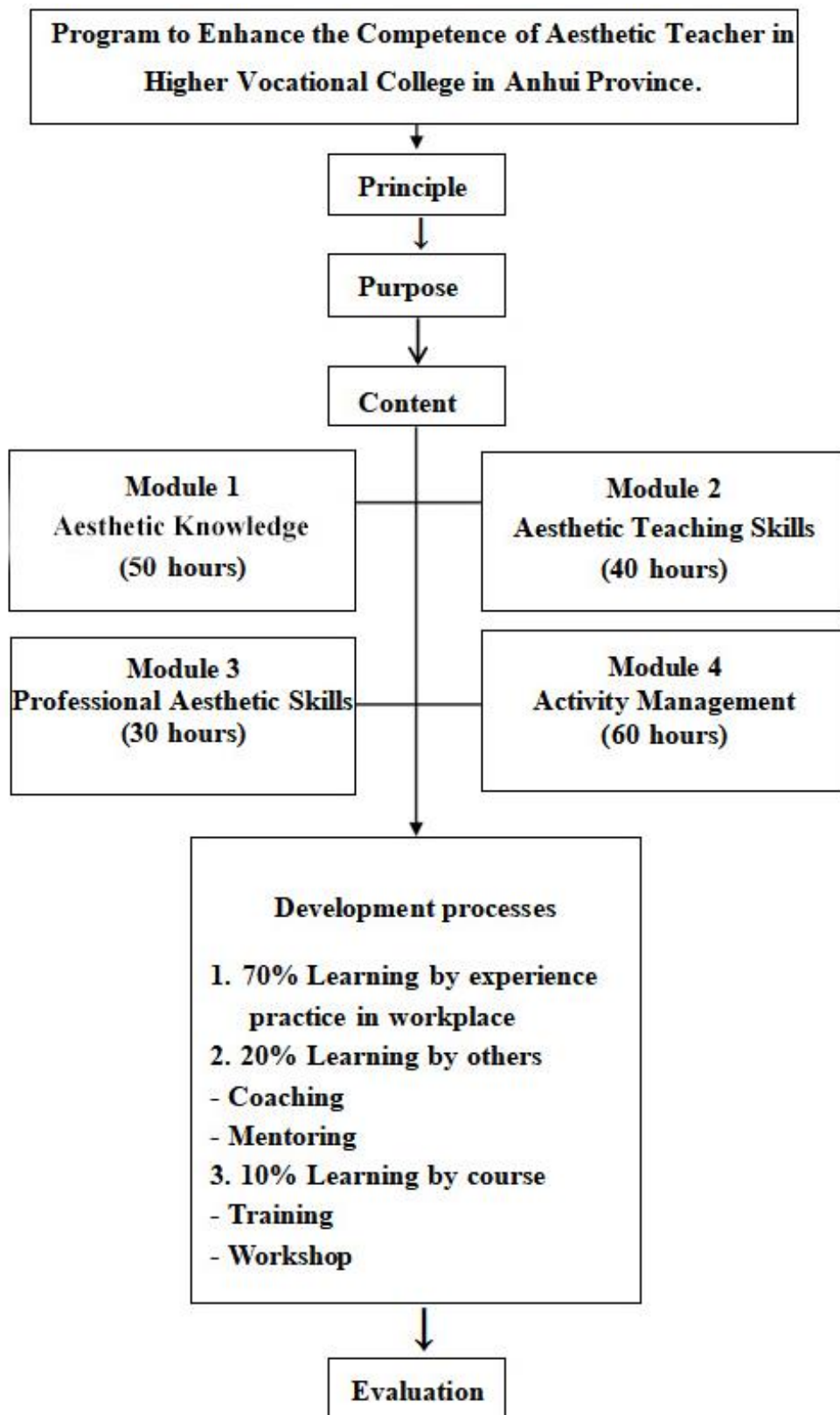


Figure 3. Program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province

**Part 2** Program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province. Details are as follows:

### **1. Module 1: Aesthetic Knowledge**

#### **1.1 Principles**

Aesthetic knowledge covers the knowledge of aesthetics and aesthetic education, the development history of aesthetics, psychology and pedagogy. This knowledge is closely related to the teaching performance of the teachers. The indicators of teachers' aesthetic knowledge include: knowledge of aesthetics and aesthetic education, knowledge of the development history of aesthetics and knowledge of psychology and pedagogy.

#### **1.2 Purpose**

To enhance the aesthetic knowledge of aesthetic teachers in higher vocational college in Anhui province.

#### **1.3 Content**

Aesthetic knowledge is that the teachers have the knowledge of aesthetics and aesthetic education, the development history of aesthetics, psychology and pedagogy. These knowledge directly related to teacher performance. Some indicators of aesthetic knowledge for teachers include: knowledge of aesthetics and aesthetic education, knowledge of the development history of aesthetics and knowledge of psychology and pedagogy. Aesthetic knowledge an important part of teachers' professional quality. Teacher's knowledge must be able to reflect the uniqueness of teaching as a specialized profession, that is, it can explain the unique stipulation and irreplaceable of teachers' knowledge in the composition of teachers' professional quality. Teacher knowledge is not only the necessary intellectual resources for teachers to engage in teaching activities, but also its richness and operation directly determine the professional level of teachers. Aesthetic teachers need to master the theoretical knowledge such as pedagogy, psychology, fully understand the teaching object in the school situation, the psychological phenomenon in the teaching process, the students of psychological and cognitive characteristics have a comprehensive understanding, based on this ability in the aesthetic education teaching design consistent with students' cognitive level, reasonable teaching content, completes the

course, make the teaching content of progressive and complete and orderly internal connection. At the same time, we should also be familiar with the representative teaching methods at home and abroad, and absorb the essence for our own teaching.

Aesthetic knowledge is that the teachers have the knowledge of aesthetics and aesthetic education, the development history of aesthetics, psychology and pedagogy. This knowledge is closely related to the teaching performance of the teachers. The indicators of teachers' aesthetic knowledge include: the understanding of aesthetics and aesthetic education, the understanding of the development history of aesthetics, and the understanding of psychology and pedagogy. Aesthetic knowledge is an important part of teachers' professional quality. Teachers' knowledge must be able to reflect the uniqueness of teaching as a professional profession, that is, it can explain the unique stipulation and irreplaceable of teachers' knowledge in the composition of teachers' professional quality. Teachers' knowledge is not only the necessary intellectual resources for teaching activities, but also its richness and application directly determine their professional level.

Aesthetic teachers need to master the theory knowledge such as pedagogy, psychology, fully understand the school situation of teaching object, psychological phenomenon in the teaching process, have a comprehensive understanding of students' psychological and cognitive characteristics, based on this ability in the process of aesthetic education teaching design consistent with students' cognitive level, reasonable arrangement of teaching content, complete the course, make the teaching content with progressive, integrity and orderly internal connection. At the same time, we should also be familiar with the representative teaching methods at home and abroad, and absorb its essence for our own teaching. In teaching practice, teachers should constantly update and deepen their aesthetic knowledge to meet the needs of educational development. This includes not only the study of new theories, but also the innovation and improvement of teaching methods. Teachers should have critical thinking and be able to analyze and evaluate the existing teaching mode, so as to put forward more effective teaching strategies. In addition, teachers should also have good communication skills, able to communicate effectively communicate with students, parents and peers, and jointly promote the growth of students in the field of aesthetics. In the teaching process, teachers should pay attention to cultivating

students' aesthetic emotion and creativity, and stimulate students' pursuit and appreciation of beauty. Through diversified teaching methods, such as art appreciation, creation practice, teachers can guide students to experience and understand different aesthetic values, so as to enrich students' inner world and emotional experience.

#### 1.4 Development process

The principles and methods for teachers to develop aesthetic knowledge are realized through the Learning Model 70:20:10, including the following methods: 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop. See Table 10 for more details.

Table 10. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of developing aesthetic knowledge

Principles of competence of teacher development	Methods of competence of teacher development	Details of activities
<b>70: Learning by Experience</b> (35.00 hours)	<b>practice in workplace</b> (35.00 hours.)	Through work practice and learning, conducting performance review and self-improvement.
<b>20: Learning by others</b> (10.00 hours)	<b>- coaching</b> (5.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic knowledge.
	<b>- mentoring</b> (5.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic knowledge.
<b>10: Learning by course</b> (5.00 hours)	<b>- training</b> (3.00 hours.)	The steps of the aesthetic knowledge training activities are shown as follows: 1. Teaching by the lecturer, including: -Basic principles and concepts of aesthetic education knowledge. 2. Discuss and exchange questions about aesthetic knowledge.
	<b>- workshop</b> (2.00 hours.)	

## **1.5 Evaluation**

Evaluation before development, evaluation during development and evaluation after development.

1.5.1 Testing.

1.5.2 Behavioral observation.

1.5.3 Interviews.

## **2. Module 2: Aesthetic Teaching Skills**

### **2.1 Principles**

The aesthetic teaching skills that teachers need to have include the theoretical knowledge of teaching design, curriculum and textbook structure and system knowledge, educational psychology knowledge, digital teaching ability, systematically design courses ability, organize and manage classroom teaching ability, emotional communication ability, teaching analysis and evaluation ability. principles of social competencies include self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.

### **2.2 Purpose**

To enhance the aesthetic teaching skills of teachers in higher vocational college in Anhui province.

### **2.3 Content**

Aesthetic teaching skills cover a wide range of competence areas, including a deep understanding of educational theory, mastery of subject content, and the ability to design attractive and inclusive curriculum plans. Furthermore, these skills include the ability to accurately assess student academic progress, to provide constructive feedback, and to adapt teaching methods to students' diverse needs. In essence, aesthetic teaching skills enable faculty to construct a positive learning environment that ensures that all students have a chance of success. A central element of aesthetic teaching skills is the understanding of different learning styles and the ability to adapt teaching strategies to these styles. For example, some students may prefer visual-assisted learning, while others may prefer hands-on or verbal instruction. Good educators are good at identifying these preferences and adapting

their teaching strategies accordingly. This adaptability will not only help to meet the needs of individual students, but also help to create an inclusive classroom atmosphere in which each learner feels valued and supported. In addition, aesthetic teaching skills transcend the boundaries of the classroom. They include interactions with parents and the wider community, collaboration with colleagues, and follow-up on the latest educational research and educational technology. Continued professional development is essential for teachers to refine their skills and maintain their effectiveness in educational practice. By developing these abilities, teachers can stimulate students' enthusiasm for learning, promote the development of critical thinking, and ultimately promote students' all-round development.

Aesthetic teaching skills are crucial for a productive educational experience. They encompass a variety of competences, expertise, and perspectives that educators must possess to effectively guide student learning. These capabilities involve comprehension of student learning processes, curriculum creation and execution, application of efficient teaching methodologies, and evaluation of student advancement. With robust teaching abilities, instructors can establish an educational setting that is captivating, all-encompassing, and accommodating to the requirements of every student. A key element of aesthetic teaching skills is the capacity to modify teaching approaches to cater to the varied learning preferences and needs of students. Learners originate from diverse backgrounds and have unique methods of information absorption. Educators with strong aesthetic teaching skills can discern these variances and customize their teaching methods to satisfy each student's particular requirements. This tailored approach not only boosts student engagement but also fosters superior learning outcomes by guaranteeing that all students have the chance to excel. Additionally, aesthetic teaching skills are vital for nurturing critical thinking and problem-solving abilities in students. Proficient teachers do not merely disseminate knowledge; they also motivate students to think profoundly, pose questions, and investigate ideas independently. By employing a range of instructional methods, such as cooperative learning, inquiry-based learning, and technology integration, teachers can ignite students' intellectual curiosity and equip them for ongoing education. In summary, teaching skills are fundamental to the cultivation of comprehensive, skilled, and self-assured learners.

## 2.4 Development process

The principles and methods for teachers to develop aesthetic teaching skills are realized through Learning Model 70:20:10, including the following methods: 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop. See Table 11 for more details.

Table 11. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of developing aesthetic teaching skills

Principles of competence of teacher development	Methods of competence of teacher development	Details of activities
<b>70: Learning by Experience</b> (28.00 hours)	<b>practice in workplace</b> (28.00 hours.)	Through work practice and learning, conducting performance review and self-improvement.
<b>20: Learning by others</b> (8.00 hours)	<b>- coaching</b> (4.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic teaching skills.
	<b>- mentoring</b> (4.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic teaching skills.
<b>10: Learning by course</b> (4.00 hours)	<b>- training</b> (2.00 hours.)	The steps of the aesthetic teaching skills training activities are shown as follows: 1. Teaching by the lecturer, including: -Basic principles and concepts of aesthetic teaching skills. 2. Discuss and exchange questions about aesthetic teaching skills.
	<b>- workshop</b> (2.00 hours.)	

## 2.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development.

2.5.1 Testing.

2.5.2 Behavioral observation.

2.5.3 Interviews.

### **3. Module 3: Professional Aesthetic Skills**

#### **3.1 Principles**

The professional aesthetic skills that teachers need to master aesthetic skills, be able to demonstrate these skills, use creativity to enhance students' creativity, use specific aesthetic ways to enhance emotional communication, and use artistic language to interpret those classic works.

#### **3.2 Purpose**

To enhance professional aesthetic skills of teachers in higher vocational college in Anhui province.

#### **3.3 Content**

Professional aesthetic skills refers to teachers should master an aesthetic skill, demonstrate their aesthetic skills, improve students' creativity with their creative ability, improve emotional communication skills with a certain aesthetic skill, and interpret the classical works in the language of art. Generally speaking, the improvement of teachers' professional skills is closely related to the practice of subject teaching, and the experience of teachers' ability of "aesthetic education" also needs to be based on subject teaching and point to the improvement of subject teaching. The perceptual characteristics of aesthetic education activities, determines the educators in the aesthetic education practice must guide students to perceive beauty and experience emotion, not only to guide students to understand and master certain aesthetic knowledge and aesthetic skills, make its artistic creation of endogenous power and basic ability, actively into the aesthetic practice, in order to obtain aesthetic emotional experience to achieve aesthetic effect. The improvement of professional aesthetic skills of teachers is closely related to the subject teaching practice, and the teachers' ability experience in "aesthetic education" should also be based on subject teaching and point to the improvement of subject teaching. The perceptual characteristics of aesthetic education activity determines the educators in the aesthetic education practice must guide students to perceive beauty and experience emotion, not just to guide students to understand and master the specific aesthetic knowledge and skills, stimulate their artistic intrinsic motivation and basic ability, active in aesthetic practice, in order to obtain aesthetic emotional experience,

realize the aesthetic effect. Furthermore, the cultivation of aesthetic skills in teachers is not only about the enhancement of individual artistic competence but also about fostering a classroom environment that encourages creative thinking and emotional intelligence. This environment should be one where students feel safe to express their interpretations and emotions, thereby deepening their understanding of the subject matter and the world around them. Teachers must also be adept at integrating various forms of art into their teaching, such as literature, music, and visual arts, to provide a well-rounded aesthetic experience. By doing so, they can help students develop a more holistic view of the subject and life itself, which is essential for nurturing well-rounded individuals in society.

In today's aesthetic education, students can usually master some aesthetic skills, understand the ideological content and artistic characteristics of art, and master the basic appreciation ability. However, due to the neglect of aesthetic characteristics and aesthetic laws, as well as the confusion of aesthetic appreciation and aesthetic appreciation, a more independent and positive aesthetic emotional atmosphere was not formed. Therefore, in the practice of aesthetic education work, educators should innovation methods, actively promote high art into the campus, the construction of Chinese excellent traditional culture inheritance base and standardization of art performance mechanism, let students participate in aesthetic education practice, cultivate the original cultural art platform, to cultivate the spiritual beauty and era of new practice. Aesthetic education teaching should take activity as the center, aesthetic education course should be moderately into the activity course, guide students to participate in the subject and object interaction of aesthetic education teaching process, to adapt to the adolescent physical and mental development and growth law, help them dynamic experience, rational practice and perceptual cognition, in the teaching practice of aesthetic education stimulate aesthetic emotional experience and gain direct experience, the goal of aesthetic skills training directly led to the deepening of aesthetic emotion.

### **3.4 Development process**

The principles and methods for teachers to develop professional aesthetic skills are realized through Learning Model 70:20:10, including the

following methods: 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop. See Table 12 for more details.

Table 12. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of developing professional aesthetic skills

<b>Principles of competence of teacher development</b>	<b>Methods of competence of teacher development</b>	<b>Details of activities</b>
<b>70: Learning by Experience</b> (21.00 hours)	<b>practice in workplace</b> (21.00 hours.)	Through work practice and learning, conducting performance review and self-improvement.
<b>20: Learning by others</b> (6.00 hours)	<b>- coaching</b> (3.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of professional aesthetic skills.
	<b>- mentoring</b> (3.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of professional aesthetic skills.
<b>10: Learning by course</b> (3.00 hours)	<b>- training</b> (1.50 hours.)	The steps of the aesthetic knowledge training activities are shown as follows: 1. Teaching by the lecturer, including:
	<b>- workshop</b> (1.50 hours.)	-Basic principles and concepts of professional aesthetic skills. 2. Discuss and exchange questions about professional aesthetic skills.

### 3.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development.

3.5.1 Testing.

3.5.2 Behavioral observation.

3.5.3 Interviews.

## 4. Module 4: Activity Management

### 4.1 Principles

The competence required by teachers in the field of activity management is reflected in the combination of community activities with Course Ideology and Politics, with discipline construction, and with aesthetic education resources. In

addition, teachers should provide professional guidance to guide students into specific professional areas, with excellent language skills and communication skills. By establishing a community culture to enhance the cohesion of the community, we can optimize the division of labor, clarify the responsibilities of each department, keep up with the latest trend of the world, and create innovative works.

#### **4.2 Purpose**

To enhance activity management competence of aesthetic teacher in higher vocational college in Anhui province.

#### **4.3 Content**

Activity management means that teachers need to combine community activities with Course Ideology and Politics, with discipline construction, and with aesthetic education resources. In addition, teachers are able to provide students with professional guidance and lead students to penetrate into specific professional areas, with excellent language and communication skills. By establishing a community culture to enhance the cohesion of the community, we can optimize the division of labor, clarify the responsibilities of each department, keep up with the latest trend of the world and create innovative works. It is also essential for teachers to encourage students to participate in community service, fostering a sense of social responsibility and civic engagement. By involving students in community projects, they can apply theoretical knowledge to practical situations, thereby enhancing their problem-solving abilities. Moreover, teachers should facilitate interdisciplinary collaborations, allowing students to explore connections between different fields of study and to develop a holistic understanding of complex issues. This approach not only enriches the educational experience but also prepares students for the multifaceted challenges of the future.

In order to ensure the effective management of student activities, the following five key factors must be taken into account: 1) Goal setting: Team members should establish clear and specific goals. Members should fully understand the goals of their community organization and define what they pursue. Members and club members can set small personal goals and big goals of the team, to achieve a win-win situation, give priority to achieve the big goals of the team, while taking into account the small personal goals. 2) Human resources: The goal is only a symbol, and its achievement

depends on human actions. Therefore, in the process of achieving the goal, the amount of human resources should be reasonably allocated and controlled. 3) Team positioning: The university association should clarify its positioning in the organization, including personal positioning, responsibilities and obligations. Identify the roles of the members. 4) Authority distribution: the allocation of control and rights in team leaders, that is, the amount of control, will be affected by the stage of team development. It can be said that the more mature the team, the weaker the leader can influence the decisions or hint to other members, the limited control power of the team, and the decentralization of the team; the more mature the team, the more concentrated the power of the leader. 5) Action plan: To achieve the team's goals, a series of detailed implementation plans should be made. These plans should cover various aspects such as time arrangement, division of labor, resource allocation, and risk control. Each member should have a clear understanding of their tasks and responsibilities, and work together to ensure the smooth progress of the project. In addition, it is also necessary to establish an effective monitoring mechanism to track the implementation progress of the plan and adjust the plan in a timely manner to cope with unexpected situations. Only by fully considering these five key factors can we ensure the effective management of student activities and promote the healthy development of student organizations.

#### 4.4 Development process

The principles and methods for teachers to develop competence of activity management are realized through Learning Model 70:20:10, including the following methods: 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop. See Table 13 for more details.

Table 13. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of developing activity management

<b>Principles of competence of teacher development</b>	<b>Methods of competence of teacher development</b>	<b>Details of activities</b>
<b>70: Learning by Experience</b> (42.00 hours)	<b>practice in workplace</b> (42.00 hours.)	Through work practice and learning, conducting performance review and self-improvement.

<b>20: Learning by others</b> (12.00 hours)	<b>- coaching</b> (6.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of competence of activity management.
	<b>- mentoring</b> (6.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of competence of activity management.
<b>10: Learning by course</b> (6.00 hours)	<b>- training</b> (3.00 hours.) <b>- workshop</b> (3.00 hours.)	The steps of the aesthetic knowledge training activities are shown as follows: 1. Teaching by the lecturer, including: -Basic principles and concepts of activity management. 2. Discuss and exchange questions about activity management.

#### 4.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development.

4.5.1 Testing.

4.5.2 Behavioral observation.

4.5.3 Interviews.

According to the suggestions of experts, the researchers have optimized the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province. After the improvement, the development and evaluation time of each module is as follows: Module 1 aesthetic knowledge, development time reduced from 50 hours to 40 hours, Module 2 aesthetic teaching skills, development time reduced from 40 hours to 30 hours, Module 3 professional aesthetic skills remain unchanged, still to 30 hours, Module 4 activity management, development time reduced from 60 hours to 40 hours. In terms of evaluation, module 1 adopts three methods: 1) test, 2) behavioral observation, and 3) interview. For module 2 aesthetic teaching skills, module 3 professional aesthetic skills and module 4 activity management, two methods are adopted: 1) behavior observation and 2) interview. The researchers develop a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province in the following ways. See Table 14 for more details:

Table 14. Structure of component, principles, methods and hours of program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province.

<b>Component</b>	<b>Principles of development to enhance the competence of teachers</b>	<b>Methods of development to enhance the competence of teachers</b>	<b>Hours</b>
Aesthetic Knowledge	70: learning by experience	practice in workplace	28
	20: learning by others	- coaching - mentoring	8
	10: learning by course	- training - workshop	4
Aesthetic Teaching Skills	70: learning by experience	practice in workplace	21
	20: learning by others	- coaching - mentoring	6
	10: learning by course	- training - workshop	3
Professional Aesthetic Skills	70: learning by experience	practice in workplace	21
	20: learning by others	- coaching - mentoring	6
	10: learning by course	- training - workshop	3
Activity Management	70: learning by experience	practice in workplace	28
	20: learning by others	- coaching - mentoring	8
	10: learning by course	- training - workshop	4
			140

According to Table 14, The program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province shows that the total development time is 140 hours, of which the aesthetic knowledge part takes 40 hours,

the aesthetic teaching skills part 30 hours, the professional aesthetic skills part 30 hours, and the activity management part 40 hours.

### **Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province (Revised)**

**Part 1:** Introduce the program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province as follows:

#### **1. Principle**

Competence of teachers covers the management of teaching process and learning activities, classroom management, subject and professional knowledge, teaching strategies and the application of teaching media, which jointly promote the promotion of learning. These skills are technical and directly related to teacher performance. Some indicators of competence of aesthetic teachers include: the understanding of aesthetics and aesthetic education, the understanding of the development history of aesthetics, the knowledge of psychology and pedagogy, the understanding of the structure system of curriculum and textbooks, and the mastery of the knowledge of educational psychology. Thus, educators can lead every learner to meet the proficiency benchmarks established in the educational guidelines by applying the personnel development principles concept as per the Learning Model 70:20:10, an inventive approach. This model specifies that individuals can enhance their skills through three fundamental activities, in the following percentages: 1) 70% comes from activities that foster personal growth through experiences (Experience), such as learning from daily tasks, tackling challenging assignments, and engaging in practice. 2) 20% is derived from activities that promote development through exposure (Exposure) to learning and growth, including mentorship, collaborating with networks, or learning from peers. 3) 10% percent is attributed to activities that facilitate self-improvement through formal education (Education), which involves studying and developing skills via structured learning in educational settings or through diverse courses, programs, and methods designed to enhance the capabilities of aesthetic educators,

encompassing 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop.

## **2. Purpose**

Enhance the competence of aesthetic teacher in higher vocational college in Anhui province.

## **3. Content**

Program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province, covering four modules:

### **Module 1: Aesthetic Knowledge**

This module's content focuses on the competence of aesthetic teachers, encompassing their understanding of aesthetics and aesthetic education, the historical progression of aesthetics, as well as psychology and pedagogical principles.

### **Module 2: Aesthetic Teaching Skills**

This module's content covers the need for teachers to possess theoretical understanding of instructional design, curriculum and textbook structure, as well as systemic knowledge, educational psychology, digital teaching skills, the ability to systematically plan courses, organize and manage classroom instruction, emotional communication skills, and the capacity for teaching analysis and evaluation.

### **Module 3: Professional Aesthetic Skills**

This module's content involves teachers to master professional aesthetic skills, demonstrate their aesthetic skills, use creative ability to enhance students' creativity, enhance emotional communication through specific aesthetic skills, and interpret classical works in artistic language.

### **Module 4: Activity Management**

This module's content revolves around the integration of community activities with Course Ideology and Politics, community activities with discipline development, and community activities with aesthetic education resources. Moreover, educators can offer specialized guidance to pupils, ushering them into specific professional domains, possessing adept linguistic and interpersonal skills. By fostering community culture, they can bolster the community's unity, streamline the division of labor,

define the roles of each department, stay abreast of global trends, and produce innovative creations.

#### **4. Development process**

Principles and methods of competence of teacher development by the Learning Model 70:20:10 and methods of developing competence, consisting of 1)practice in workplace 2)coaching 3)mentoring 4)training and 5)workshop

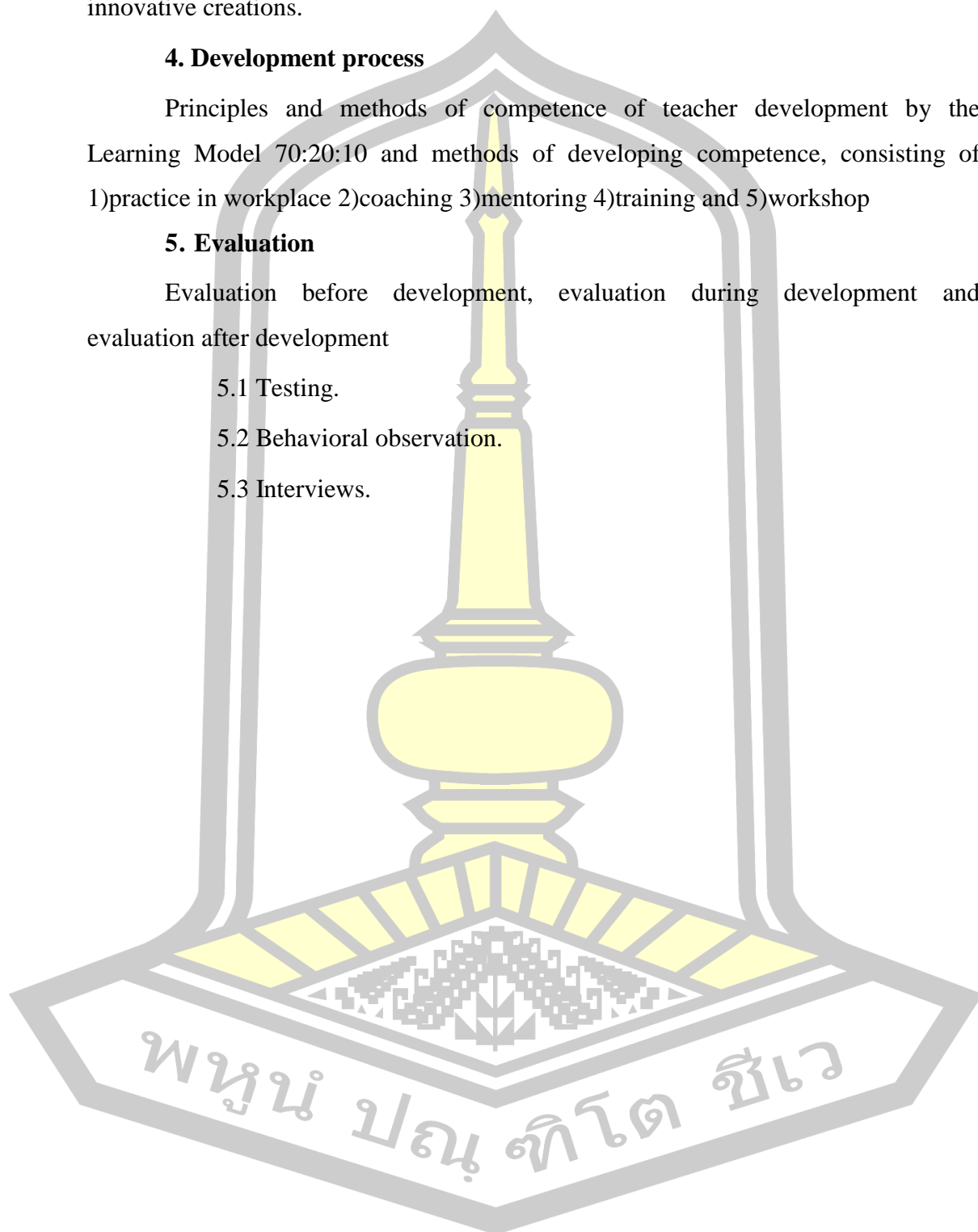
#### **5. Evaluation**

Evaluation before development, evaluation during development and evaluation after development

5.1 Testing.

5.2 Behavioral observation.

5.3 Interviews.



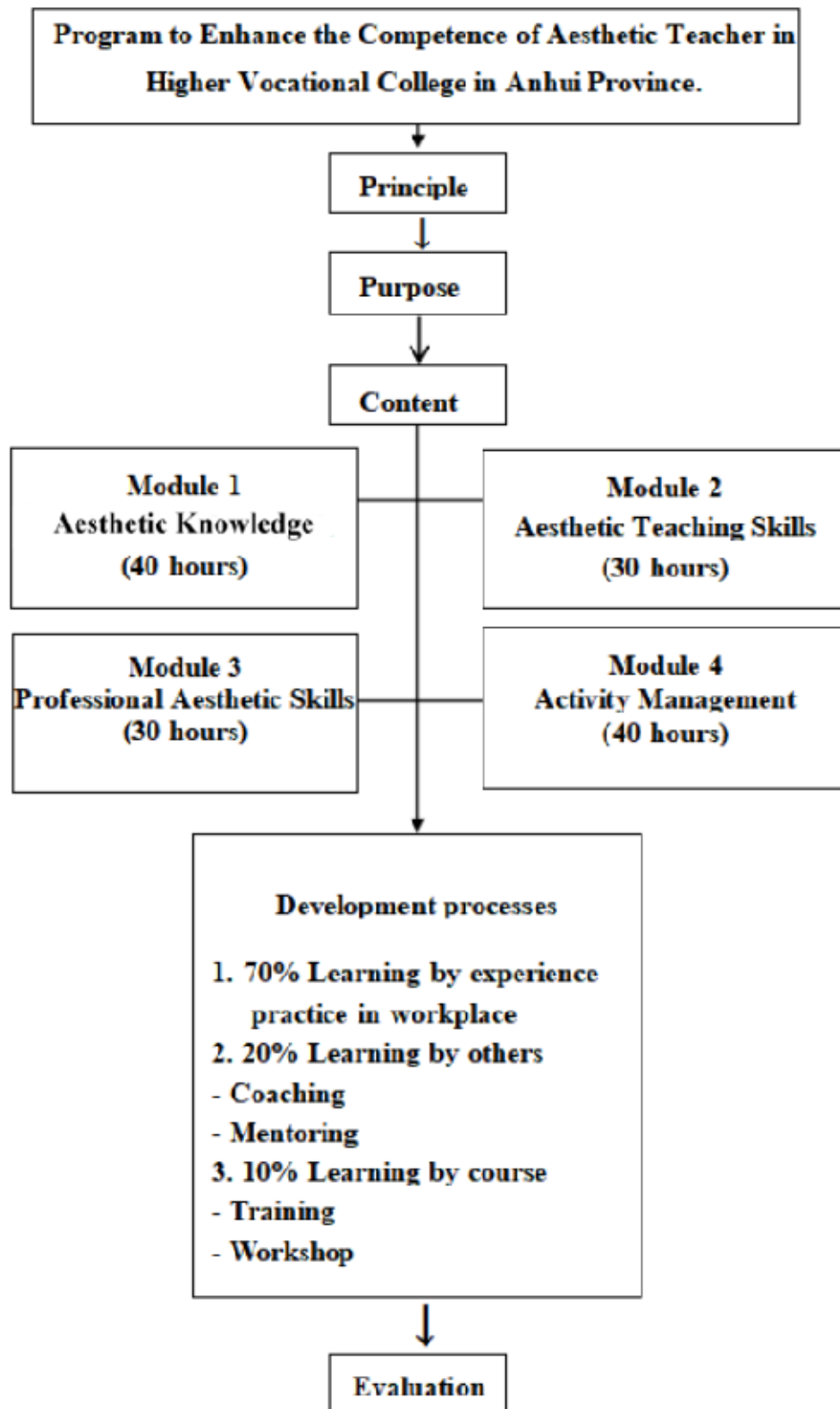


Figure 4. Program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province

**Part 2** Program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province. Details are as follows:

### **1. Module 1: Aesthetic Knowledge**

#### **1.1 Principles**

Aesthetic knowledge covers the knowledge of aesthetics and aesthetic education, the development history of aesthetics, psychology and pedagogy. This knowledge is closely related to the teaching performance of the teachers. The indicators of teachers' aesthetic knowledge include: knowledge of aesthetics and aesthetic education, knowledge of the development history of aesthetics and knowledge of psychology and pedagogy.

#### **1.2 Purpose**

To enhance the aesthetic knowledge of aesthetic teachers in higher vocational college in Anhui province.

#### **1.3 Content**

Aesthetic knowledge is that the teachers have the knowledge of aesthetics and aesthetic education, the development history of aesthetics, psychology and pedagogy. These knowledge directly related to teacher performance. Some indicators of aesthetic knowledge for teachers include: knowledge of aesthetics and aesthetic education, knowledge of the development history of aesthetics and knowledge of psychology and pedagogy. Aesthetic knowledge an important part of teachers' professional quality. Teacher's knowledge must be able to reflect the uniqueness of teaching as a specialized profession, that is, it can explain the unique stipulation and irreplaceable of teachers' knowledge in the composition of teachers' professional quality. Teacher knowledge is not only the necessary intellectual resources for teachers to engage in teaching activities, but also its richness and operation directly determine the professional level of teachers. Aesthetic teachers need to master the theoretical knowledge such as pedagogy, psychology, fully understand the teaching object in the school situation, the psychological phenomenon in the teaching process, the students of psychological and cognitive characteristics have a comprehensive understanding, based on this ability in the aesthetic education teaching design consistent with students' cognitive level, reasonable teaching content, completes the

course, make the teaching content of progressive and complete and orderly internal connection. At the same time, we should also be familiar with the representative teaching methods at home and abroad, and absorb the essence for our own teaching.

Aesthetic knowledge is that the teachers have the knowledge of aesthetics and aesthetic education, the development history of aesthetics, psychology and pedagogy. This knowledge is closely related to the teaching performance of the teachers. The indicators of teachers' aesthetic knowledge include: the understanding of aesthetics and aesthetic education, the understanding of the development history of aesthetics, and the understanding of psychology and pedagogy. Aesthetic knowledge is an important part of teachers' professional quality. Teachers' knowledge must be able to reflect the uniqueness of teaching as a professional profession, that is, it can explain the unique stipulation and irreplaceable of teachers' knowledge in the composition of teachers' professional quality. Teachers' knowledge is not only the necessary intellectual resources for teaching activities, but also its richness and application directly determine their professional level.

Aesthetic teachers need to master the theory knowledge such as pedagogy, psychology, fully understand the school situation of teaching object, psychological phenomenon in the teaching process, have a comprehensive understanding of students' psychological and cognitive characteristics, based on this ability in the process of aesthetic education teaching design consistent with students' cognitive level, reasonable arrangement of teaching content, complete the course, make the teaching content with progressive, integrity and orderly internal connection. At the same time, we should also be familiar with the representative teaching methods at home and abroad, and absorb its essence for our own teaching. In teaching practice, teachers should constantly update and deepen their aesthetic knowledge to meet the needs of educational development. This includes not only the study of new theories, but also the innovation and improvement of teaching methods. Teachers should have critical thinking and be able to analyze and evaluate the existing teaching mode, so as to put forward more effective teaching strategies. In addition, teachers should also have good communication skills, able to communicate effectively communicate with students, parents and peers, and jointly promote the growth of students in the field of aesthetics. In the teaching process, teachers should pay attention to cultivating

students' aesthetic emotion and creativity, and stimulate students' pursuit and appreciation of beauty. Through diversified teaching methods, such as art appreciation, creation practice, teachers can guide students to experience and understand different aesthetic values, so as to enrich students' inner world and emotional experience.

#### 1.4 Development process

The principles and methods for teachers to develop aesthetic knowledge are realized through learning the Learning Model 70:20:10, including the following methods: 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop. See Table 15 for more details.

Table 15. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of developing aesthetic knowledge

<b>Principles of competence of teacher development</b>	<b>Methods of competence of teacher development</b>	<b>Details of activities</b>
<b>70: Learning by Experience</b> (28.00 hours)	<b>practice in workplace</b> (28.00 hours.)	Through work practice and learning, conducting performance review and self-improvement.
<b>20: Learning by others</b> (8.00 hours)	<b>- coaching</b> (4.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic knowledge.
	<b>- mentoring</b> (4.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic knowledge.
<b>10: Learning by course</b> (4.00 hours)	<b>- training</b> (2.00 hours.)	The steps of the aesthetic knowledge training activities are shown as follows: 1. Teaching by the lecturer, including: -Basic principles and concepts of aesthetic education knowledge. 2. Discuss and exchange questions about aesthetic knowledge.
	<b>- workshop</b> (2.00 hours.)	

## **1.5 Evaluation**

Evaluation before development, evaluation during development and evaluation after development.

1.5.1 Testing.

1.5.2 Behavioral observation.

1.5.3 Interviews.

## **2. Module 2: Aesthetic Teaching Skills**

### **2.1 Principles**

The aesthetic teaching skills that teachers need to have include the theoretical knowledge of teaching design, curriculum and textbook structure and system knowledge, educational psychology knowledge, digital teaching ability, systematically design courses ability, organize and manage classroom teaching ability, emotional communication ability, teaching analysis and evaluation ability. principles of social competencies include self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.

### **2.2 Purpose**

To enhance the aesthetic teaching skills of teachers in higher vocational college in Anhui province.

### **2.3 Content**

Aesthetic teaching skills cover a wide range of competence areas, including a deep understanding of educational theory, mastery of subject content, and the ability to design attractive and inclusive curriculum plans. Furthermore, these skills include the ability to accurately assess student academic progress, to provide constructive feedback, and to adapt teaching methods to students' diverse needs. In essence, aesthetic teaching skills enable faculty to construct a positive learning environment that ensures that all students have a chance of success. A central element of aesthetic teaching skills is the understanding of different learning styles and the ability to adapt teaching strategies to these styles. For example, some students may prefer visual-assisted learning, while others may prefer hands-on or verbal

instruction. Good educators are good at identifying these preferences and adapting their teaching strategies accordingly. This adaptability will not only help to meet the needs of individual students, but also help to create an inclusive classroom atmosphere in which each learner feels valued and supported. In addition, aesthetic teaching skills transcend the boundaries of the classroom. They include interactions with parents and the wider community, collaboration with colleagues, and follow-up on the latest educational research and educational technology. Continued professional development is essential for teachers to refine their skills and maintain their effectiveness in educational practice. By developing these abilities, teachers can stimulate students' enthusiasm for learning, promote the development of critical thinking, and ultimately promote students' all-round development.

Aesthetic teaching skills are crucial for a productive educational experience. They encompass a variety of competences, expertise, and perspectives that educators must possess to effectively guide student learning. These capabilities involve comprehension of student learning processes, curriculum creation and execution, application of efficient teaching methodologies, and evaluation of student advancement. With robust teaching abilities, instructors can establish an educational setting that is captivating, all-encompassing, and accommodating to the requirements of every student. A key element of aesthetic teaching skills is the capacity to modify teaching approaches to cater to the varied learning preferences and needs of students. Learners originate from diverse backgrounds and have unique methods of information absorption. Educators with strong aesthetic teaching skills can discern these variances and customize their teaching methods to satisfy each student's particular requirements. This tailored approach not only boosts student engagement but also fosters superior learning outcomes by guaranteeing that all students have the chance to excel. Additionally, aesthetic teaching skills are vital for nurturing critical thinking and problem-solving abilities in students. Proficient teachers do not merely disseminate knowledge; they also motivate students to think profoundly, pose questions, and investigate ideas independently. By employing a range of instructional methods, such as cooperative learning, inquiry-based learning, and technology integration, teachers can ignite students' intellectual curiosity and equip them for

ongoing education. In summary, teaching skills are fundamental to the cultivation of comprehensive, skilled, and self-assured learners.

#### 2.4 Development process

The principles and methods for teachers to develop aesthetic teaching skills are realized through the Learning Model 70:20:10, including the following methods: 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop. See Table 11 for more details.

Table 16. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of aesthetic teaching skills

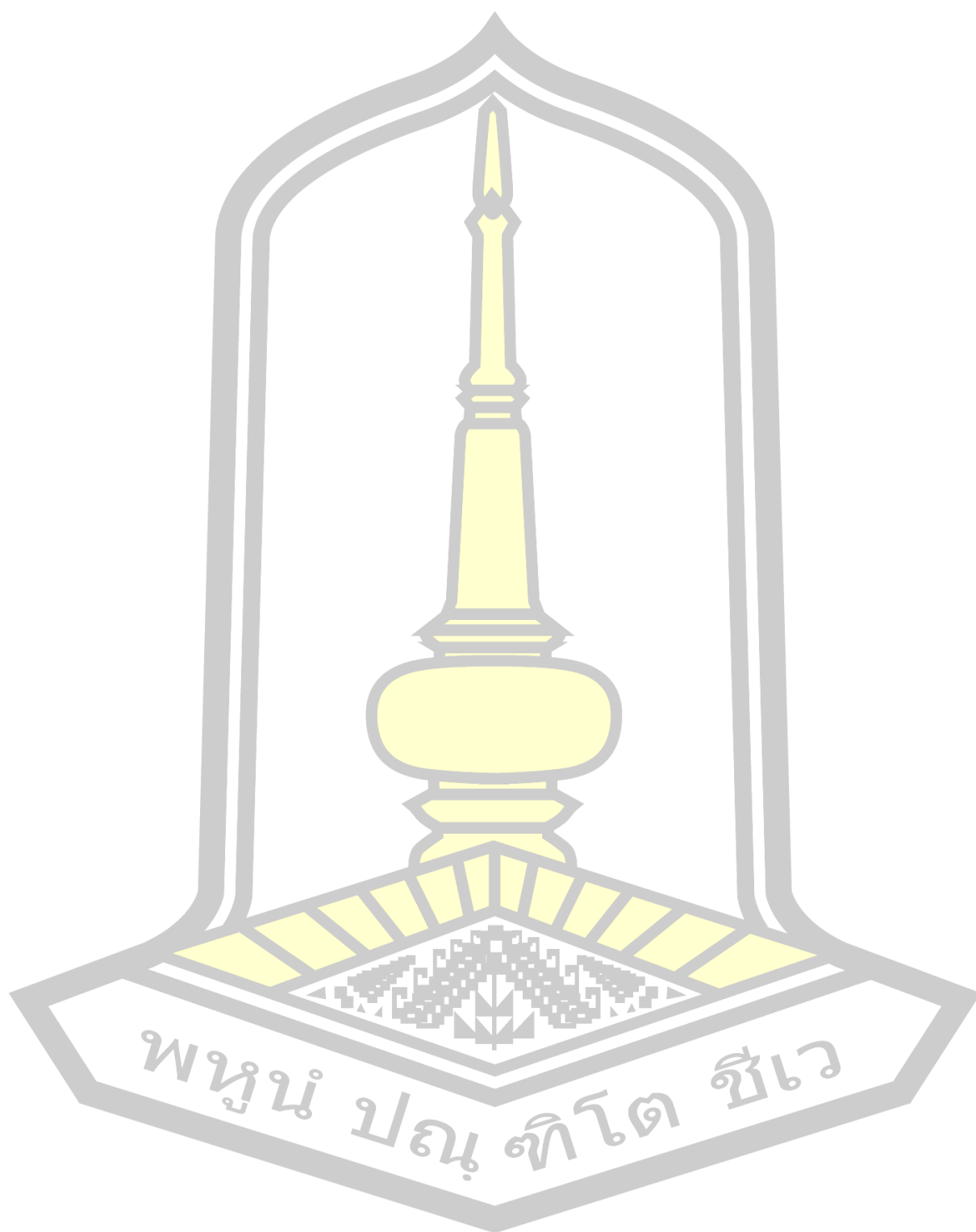
Principles of competence of teacher development	Methods of competence of teacher development	Details of activities
<b>70: Learning by Experience</b> (21.00 hours)	<b>practice in workplace</b> (21.00 hours.)	Through work practice and learning, conducting performance review and self-improvement.
<b>20: Learning by others</b> (6.00 hours)	<b>- coaching</b> (3.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic teaching skills.
	<b>- mentoring</b> (3.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic teaching skills.
<b>10: Learning by course</b> (3.00 hours)	<b>- training</b> (1.50 hours.)	The steps of the aesthetic teaching skills training activities are shown as follows: 1. Teaching by the lecturer, including: -Basic principles and concepts of aesthetic teaching skills. 2. Discuss and exchange questions about aesthetic teaching skills.
	<b>- workshop</b> (1.50 hours.)	

#### 2.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development.

2.5.1 Behavioral observation.

2.5.2 Interviews.



### **3. Module 3: Professional Aesthetic Skills**

#### **3.1 Principles**

The professional aesthetic skills that teachers need to master aesthetic skills, be able to demonstrate these skills, use creativity to enhance students' creativity, use specific aesthetic ways to enhance emotional communication, and use artistic language to interpret those classic works.

#### **3.2 Purpose**

To enhance professional aesthetic skills of teachers in higher vocational college in Anhui province.

#### **3.3 Content**

Professional aesthetic skills refers to teachers should master an aesthetic skill, demonstrate their aesthetic skills, improve students' creativity with their creative ability, improve emotional communication skills with a certain aesthetic skill, and interpret the classical works in the language of art. Generally speaking, the improvement of teachers' professional skills is closely related to the practice of subject teaching, and the experience of teachers' ability of "aesthetic education" also needs to be based on subject teaching and point to the improvement of subject teaching. The perceptual characteristics of aesthetic education activities, determines the educators in the aesthetic education practice must guide students to perceive beauty and experience emotion, not only to guide students to understand and master certain aesthetic knowledge and aesthetic skills, make its artistic creation of endogenous power and basic ability, actively into the aesthetic practice, in order to obtain aesthetic emotional experience to achieve aesthetic effect. The improvement of professional aesthetic skills of teachers is closely related to the subject teaching practice, and the teachers' ability experience in "aesthetic education" should also be based on subject teaching and point to the improvement of subject teaching. The perceptual characteristics of aesthetic education activity determines the educators in the aesthetic education practice must guide students to perceive beauty and experience emotion, not just to guide students to understand and master the specific aesthetic knowledge and skills, stimulate their artistic intrinsic motivation and basic ability, active in aesthetic practice, in order to obtain aesthetic emotional experience,

realize the aesthetic effect. Furthermore, the cultivation of aesthetic skills in teachers is not only about the enhancement of individual artistic competence but also about fostering a classroom environment that encourages creative thinking and emotional intelligence. This environment should be one where students feel safe to express their interpretations and emotions, thereby deepening their understanding of the subject matter and the world around them. Teachers must also be adept at integrating various forms of art into their teaching, such as literature, music, and visual arts, to provide a well-rounded aesthetic experience. By doing so, they can help students develop a more holistic view of the subject and life itself, which is essential for nurturing well-rounded individuals in society.

In today's aesthetic education, students can usually master some aesthetic skills, understand the ideological content and artistic characteristics of art, and master the basic appreciation ability. However, due to the neglect of aesthetic characteristics and aesthetic laws, as well as the confusion of aesthetic appreciation and aesthetic appreciation, a more independent and positive aesthetic emotional atmosphere was not formed. Therefore, in the practice of aesthetic education work, educators should innovation methods, actively promote high art into the campus, the construction of Chinese excellent traditional culture inheritance base and standardization of art performance mechanism, let students participate in aesthetic education practice, cultivate the original cultural art platform, to cultivate the spiritual beauty and era of new practice. Aesthetic education teaching should take activity as the center, aesthetic education course should be moderately into the activity course, guide students to participate in the subject and object interaction of aesthetic education teaching process, to adapt to the adolescent physical and mental development and growth law, help them dynamic experience, rational practice and perceptual cognition, in the teaching practice of aesthetic education stimulate aesthetic emotional experience and gain direct experience, the goal of aesthetic skills training directly led to the deepening of aesthetic emotion.

### **3.4 Development process**

The principles and methods for teachers to develop professional aesthetic skills are realized through Learning Model 70:20:10, including the following methods:

1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop. See Table 17 for more details.

Table 17. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of professional aesthetic skills

<b>Principles of competence of teacher development</b>	<b>Methods of competence of teacher development</b>	<b>Details of activities</b>
<b>70: Learning by Experience</b> (21.00 hours)	<b>practice in workplace</b> (21.00 hours.)	Through work practice and learning, conducting performance review and self-improvement.
<b>20: Learning by others</b> (6.00 hours)	<b>- coaching</b> (3.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of professional aesthetic skills.
	<b>- mentoring</b> (3.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of professional aesthetic skills.
<b>10: Learning by course</b> (3.00 hours)	<b>- training</b> (1.50 hours.)	The steps of the aesthetic knowledge training activities are shown as follows: 1. Teaching by the lecturer, including:
	<b>- workshop</b> (1.50 hours.)	-Basic principles and concepts of professional aesthetic skills. 2. Discuss and exchange questions about professional aesthetic skills.

### 3.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development.

3.5.1 Behavioral observation.

3.5.2 Interviews.

## 4. Module 4: Activity Management

### 4.1 Principles

The competence required by teachers in the field of activity management is reflected in the combination of community activities with Course Ideology and Politics, with discipline construction, and with aesthetic education resources. In

addition, teachers should provide professional guidance to guide students into specific professional areas, with excellent language skills and communication skills. By establishing a community culture to enhance the cohesion of the community, we can optimize the division of labor, clarify the responsibilities of each department, keep up with the latest trend of the world, and create innovative works.

#### **4.2 Purpose**

To enhance activity management competence of aesthetic teacher in higher vocational college in Anhui province.

#### **4.3 Content**

Activity management means that teachers need to combine community activities with Course Ideology and Politics, with discipline construction, and with aesthetic education resources. In addition, teachers are able to provide students with professional guidance and lead students to penetrate into specific professional areas, with excellent language and communication skills. By establishing a community culture to enhance the cohesion of the community, we can optimize the division of labor, clarify the responsibilities of each department, keep up with the latest trend of the world and create innovative works. It is also essential for teachers to encourage students to participate in community service, fostering a sense of social responsibility and civic engagement. By involving students in community projects, they can apply theoretical knowledge to practical situations, thereby enhancing their problem-solving abilities. Moreover, teachers should facilitate interdisciplinary collaborations, allowing students to explore connections between different fields of study and to develop a holistic understanding of complex issues. This approach not only enriches the educational experience but also prepares students for the multifaceted challenges of the future.

In order to ensure the effective management of student activities, the following five key factors must be taken into account: 1) Goal setting: Team members should establish clear and specific goals. Members should fully understand the goals of their community organization and define what they pursue. Members and club members can set small personal goals and big goals of the team, to achieve a win-win situation, give priority to achieve the big goals of the team, while taking into account the small personal goals. 2) Human resources: The goal is only a symbol, and

its achievement depends on human actions. Therefore, in the process of achieving the goal, the amount of human resources should be reasonably allocated and controlled.3) Team positioning: The university association should clarify its positioning in the organization, including personal positioning, responsibilities and obligations. Identify the roles of the members.4) Authority distribution: the allocation of control and rights in team leaders, that is, the amount of control, will be affected by the stage of team development. It can be said that the more mature the team, the weaker the leader can influence the decisions or hint to other members, the limited control power of the team, and the decentralization of the team; the more mature the team, the more concentrated the power of the leader.5) Action plan: To achieve the team's goals, a series of detailed implementation plans should be made. These plans should cover various aspects such as time arrangement, division of labor, resource allocation, and risk control. Each member should have a clear understanding of their tasks and responsibilities, and work together to ensure the smooth progress of the project. In addition, it is also necessary to establish an effective monitoring mechanism to track the implementation progress of the plan and adjust the plan in a timely manner to cope with unexpected situations. Only by fully considering these five key factors can we ensure the effective management of student activities and promote the healthy development of student organizations.

#### 4.4 Development process

The principles and methods for teachers to develop competence of activity management are realized through Learning Model 70:20:10, including the following methods: 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop. See Table 13 for more details.

Table 18. Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of activity management

<b>Principles of competence of teacher development</b>	<b>Methods of competence of teacher development</b>	<b>Details of activities</b>
<b>70: Learning by Experience</b> (28.00 hours)	<b>practice in workplace</b> (28.00 hours.)	Through work practice and learning, conducting performance review and self-improvement.

<b>20: Learning by others</b> (8.00 hours)	<b>- coaching</b> (4.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of competence of activity management.
	<b>- mentoring</b> (4.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of competence of activity management.
<b>10: Learning by course</b> (4.00 hours)	<b>- training</b> (2.00 hours.) <b>- workshop</b> (2.00 hours.)	The steps of the aesthetic knowledge training activities are shown as follows: 1. Teaching by the lecturer, including: -Basic principles and concepts of activity management. 2. Discuss and exchange questions about activity management.

#### 4.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development.

4.5.1 Behavioral observation.

4.5.2 Interviews.

**Step 3: Results of evaluating the suitability and feasibility of the program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province. As shown in Table 19.**

Table 19. Mean and standard deviation of the suitability and feasibility level of the program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province.

	suitability			feasibility		
	$\bar{x}$	S.D.	Interpret	$\bar{x}$	S.D.	Interpret
1. Principle	4.60	0.55	highest	4.80	0.45	highest
2. Purpose	4.80	0.45	highest	4.60	0.55	highest
<b>3. Content</b>						
3.1 Aesthetic Knowledge	4.80	0.45	highest	4.60	0.55	highest
3.2 Aesthetic Teaching Skills	4.80	0.45	highest	4.40	0.55	highest
3.3 Professional Aesthetic Skills	4.60	0.55	highest	4.60	0.55	highest
3.4 Activity Management	4.60	0.55	highest	4.60	0.55	highest
<b>Total (content)</b>	4.70	0.21	highest	4.55	0.21	highest
<b>4. Development Processes</b>						

4.1 Module 1: Aesthetic Knowledge						
4.1.1 Principles of competence teacher development	4.80	0.45	highest	4.60	0.55	highest
4.1.2 Methods of competence teacher development	4.60	0.55	highest	4.60	0.55	highest
<b>Total (Development Processes) Module 1</b>	4.70	0.27	highest	4.60	0.42	highest
4.2 Module 2: Aesthetic Teaching Skills						
4.2.1 Principles of competence teacher development	4.80	0.45	highest	4.60	0.55	highest
4.2.2 Methods of competence teacher development	4.60	0.55	highest	4.60	0.55	highest
<b>Total (Development Processes) Module 2</b>	4.70	0.27	highest	4.60	0.42	highest
4.3 Module 3: Professional Aesthetic Skills						
4.3.1 Principles of competence teacher development	4.80	0.45	highest	4.60	0.45	highest
4.3.2 Methods of competence teacher development	4.80	0.45	highest	4.80	0.55	highest
<b>Total (Development Processes) Module 3</b>	4.80	0.27	highest	4.70	0.27	highest
4.4 Module 4: Activity Management						
4.4.1 Principles of competence teacher development	4.80	0.45	highest	4.60	0.55	highest
4.4.2 Methods of competence teacher development	4.80	0.45	highest	4.80	0.45	highest
<b>Total (Development Processes) Module 4</b>	4.80	0.27	highest	4.70	0.45	highest
<b>Total (Development Processes)</b>	4.75	0.23	highest	4.65	0.29	highest
5. Evaluation	4.80	0.45	highest	4.60	0.55	highest
<b>Total Average</b>	4.73	0.38	highest	4.64	0.41	highest

According to Table 19, it was determined that the program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province was generally highest ( $\bar{x}=4.73$ ). Upon examining each aspect, the suitability levels were ranked from highest to lowest as follows: purpose, and evaluation ( $\bar{x}=4.80$ ), development processes ( $\bar{x}=4.75$ ), content ( $\bar{x}=4.70$ ), and principle ( $\bar{x}=4.60$ ).

Additionally, the program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province was also rated the highest level overall ( $\bar{x}$  =4.64). When considering each aspect, the suitability levels were ranked from highest to lowest as follows: foundational principle ( $\bar{x}$  =4.80), development processes ( $\bar{x}$  =4.65), purpose, and evaluation ( $\bar{x}$  =4.60), and content ( $\bar{x}$  =4.55).



## CHAPTER V

### CONCLUSION

Research on the Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province. The researcher summarized the results, discussed them, and made recommendations in the following order:

1. Research objectives
2. Research results
3. Discussion
4. Suggestions and Recommendations

#### 1. Research Objectives

1.To investigate components of competence of aesthetic teacher in higher vocational college in Anhui province.

2.To explore level of existence condition, desired condition, and the priority needs of competence of aesthetic teacher in higher vocational college in Anhui province.

3.To develop and evaluate a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

#### 2. Research Results

The entire results of this study are reported in the order of the study questions:

**Phase 1: To investigate components of competence of aesthetic teacher in higher vocational college in Anhui province.**

1.1 Analysis and synthesize the results of the components of competence of aesthetic teacher in higher vocational college in Anhui province, including: 1) aesthetic knowledge 2) aesthetic teaching skills 3) professional aesthetic skills and 4) activity management.

1.2 Analysis of the suitability of components of competence of aesthetic teacher in higher vocational college in Anhui province. The overall level of components of competence of aesthetic teacher in higher vocational college in Anhui

province is the highest, arranged in the order from high to low, as follows: 1) the highest professional aesthetic skills, 2) the highest aesthetic teaching skills, 3) the highest activity management ability, 4) the highest aesthetic knowledge ability.

**Phase 2: To explore level of existence condition, desired condition, and the priority needs of competence of aesthetic teacher in higher vocational college in Anhui province.**

The overall existence condition of competence is at a medium level. The order from high to low is as follows: 1) professional aesthetic skills 2) aesthetic teaching skills 3) activity management 4) aesthetic knowledge.

The overall desired condition of competence is at a high level. And ranked from highest to lowest as follows: 1) aesthetic teaching skills 2) professional aesthetic skills 3) activity management 4) aesthetic knowledge.

The Priority Needs Index modified ( $PNI_{modified}$ ) ranked from highest to lowest as follows: 1) activity management 2) aesthetic knowledge 3) aesthetic teaching skills 4) professional aesthetic skills.

**Phase 3: To develop and evaluate a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.**

The program to enhance competence of aesthetic teacher in higher vocational college in Anhui province covers principles, objectives, content, development process, and evaluation. Teacher competences include aesthetic knowledge, aesthetic teaching skills, professional aesthetic skills and activity management. In terms of program development, the principles and methods of the Learning Model 70:20:10, including practice in the workplace, coaching, mentoring, training and workshop, are used to improve the competence of aesthetic teacher in higher vocational college in Anhui province. The development period is 140 hours. The evaluation will be conducted before and after development as well as during the process. The evaluation results will include the evaluation of the competence of aesthetic teacher in higher vocational college in Anhui province before and after the development. The suitability and feasibility of the project to improve the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province were evaluated at the highest level.

### 3. Discussion

From the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province, the researchers discussed the results as follows:

1. The components of competence of aesthetic teacher in higher vocational college in Anhui province consisting of 1) aesthetic knowledge 2) aesthetic teaching skills 3) professional aesthetic skills and 4) activity management. And the results of evaluation the suitability components of competence of aesthetic teacher in higher vocational college in Anhui province were level overall at the highest.

The competence of aesthetic teacher is obtained through learning and training on the basis of general ability, which is specially used for the teaching of aesthetic courses. This ability is applied to the practical practice of aesthetic education curriculum. Liu Jingyi and Wu Xiulin (2022) pointed out that the competence of aesthetic teacher is acquired through learning and training on the basis of general abilities, and the special talents and various skills are specially used for the practice of public art courses. The competence of aesthetic teacher is more clear than the iceberg model, which is divided into two parts: 1) professional knowledge; 2) professional ability. According to Du Wei (2022), the competence of aesthetic teacher include: 1) professional knowledge, 2) the professional abilities and qualities that aesthetic teachers should have when undertaking aesthetic education teaching and guiding art activities, 3) the general abilities and qualities that teachers should possess. “Opinions of The General Office of the State Council on Comprehensively Strengthening and Improving the Aesthetic Education in Schools” (2015) states that the competence of aesthetic teacher includes: 1) their participation in the construction and teaching reform of aesthetic courses 2) cooperative development and establishment of aesthetic courses 3) interdisciplinary cooperation 4) classroom exchange of aesthetic education and 5) teaching skills training. “Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era” (2020) points out in the key points of aesthetic education teachers in the New Era, including: 1) aesthetic function; 2) improving students' aesthetic and humanistic quality; 3) strengthening Chinese excellent traditional culture and other cultural education, excavating and utilizing rich aesthetic resources that embody Chinese aesthetic spirit and national

aesthetic characteristics; 4) helping students to form special artistic hobbies and rich artistic practice. The Art Curriculum Standards for Compulsory Education (2022) points out that core competence of aesthetic teacher is the concentrated embodiment of curriculum education value, and is the correct values, necessary character and key competences that are gradually formed by students through curriculum learning, so as to meet the needs of personal lifelong development and social development. The core qualities to be cultivated in aesthetic education courses mainly include: 1) aesthetic perception, 2) artistic expression, 3) creative practice, 4) cultural understanding.

2. The Priority Need Index modified found that activity management the order of the Priority Need Index modified the first. Activity management is an important competence that aesthetic teachers should combine community activities with Course Ideology and Politics, combine community activities with discipline construction, and combine community activities with aesthetic education resources. In addition, teachers can give professional guidance to students, lead students into a certain professional field, have good language skills and communication skills, through the establishment of community culture to enhance the cohesion of the community, can refine the division of labor, clear the responsibilities of each department, follow the latest trends world and create innovative works. Aesthetic education teachers can manage aesthetic education activities in the following ways: 1) Clear goals and set goals: According to the needs and resources of the participants, determine the specific goals of the activities, such as improving aesthetic literacy, cultivating creativity or enhancing cultural identity. Target classification: divide the goals into short-term and long-term, to ensure that the activities have a clear direction. 2) Make plans and activity content design: Design the activity content according to the target, such as art exhibitions, workshops, performances, etc., to ensure that the forms are diverse and attractive. Time arrangement, reasonable planning of activities, to ensure that participants can fully participate. Resource preparation, ensure site, equipment, materials and other resources are in place, and seek external support if necessary. 3) Team organization and division of labor: Establish a professional team, define responsibilities, such as planning, implementation, publicity, etc. Training and communication, provide necessary training for teams to ensure that members understand the activity objectives and maintain effective communication. 4) Publicity

and multi-channel publicity: extensive publicity through social media, posters, emails and other ways to attract target groups. Highlight and emphasize the uniqueness of the activity and the value of participation, and stimulate interest. 5) Activity execution and process management: to ensure that the activities are carried out as planned, and to deal with emergencies in time. Interaction with feedback, encourage participants to interact and collect feedback to improve the activity. 6) Evaluation and summary, effect evaluation: evaluate the effect of activities through questionnaires and interviews, and analyze the achievement of goals. Summary and improvement: summarize experience and deficiencies to provide reference for future activities. 7) Continuous follow-up and long-term impact tracking: to evaluate the long-term effect of activities through follow-up investigations or activities. Establish a feedback mechanism, continuously collect the feedback, and optimize the future activities. 8) Resource integration and external cooperation: cooperate with schools and cultural institutions to expand the influence of activities. Resource optimization, rational use of existing resources, improve the efficiency of activities. 9) Innovation and diversification, innovation forms: combine new technologies, such as virtual reality, to enhance the attractiveness of activities. Diversified content, covering different art forms, to meet the diverse needs. Through these steps, the aesthetic education activities can be effectively managed to ensure their smooth development and achieve the expected results.

Lin Shiji (2008) suggests several strategies for educators to manage students' activities: 1) Defined objectives. Instructors must initially establish clear objectives for conducting activities. Subsequently, they should specify the objectives of the activity itself, whether it be a display, performance, or competition. Utilizing the “peeling onion target decomposition method”, they should break down the task, devise strategies, set requirements, assign tasks and responsibilities, and enforce strict checks and execution. Activities, as the medium for cultivating quality, should have clear and strong objectives and tasks. 2) Consistent commitment: A shared commitment should be established when forming a team to encourage both teachers and students to move closer to their goals. The effective application of motivational techniques can assist students in better fulfilling their commitments and striving towards their objectives. 3) Effective communication: In interactions, adept use of

linguistic skills can help break psychological barriers, stimulate thought, and enhance communication outcomes, paying attention to listening and feedback can deepen the impression and comprehension between teachers and students, understanding how to respect others can foster mutual trust. The proper use of praise and criticism can energize individuals and boost enthusiasm. Criticism should be given with consideration for the situation and environment, focusing on the issue rather than the person, avoiding total negation which can dampen students' enthusiasm and self-esteem. Words and attitudes should be friendly and sincere. 4) Effective leadership: Teachers' influence stems from their authority and prestige, which can be utilized to implement leadership actions. The wise use of authority should adhere to the principle of more praise than criticism, more guidance than demands. However, the establishment of prestige can make students consciously adhere to management, which is composed of four elements: good character, exceptional ability, extensive knowledge, and profound emotions. 5) Internal and external support: The smooth progression of student activities necessitates the guidance and support of the activity unit's superiors. Instructors should report to the relevant leaders and solicit suggestions prior to the activity. Then, they should promptly gather students' opinions, identify issues, provide feedback to the relevant leaders, and coordinate solutions. Internal support requires student leaders to take a leading role, positively influencing students, strengthening collective consciousness, playing a supportive and helpful role, and enhancing students' emotions and team cohesion. 6) Mutual trust: Team members should demonstrate that they work for the team's benefit, not their own; they should build loyalty to the team as a duty; they should remain open, listen to students' feelings, provide psychological counseling; they should exhibit fundamental values, correct the team's collective values, maximize students' abilities, help students build confidence, and enhance mutual understanding. Liu Ting (2016) introduced the theory of team building into the realm of student club activity management and proposed that the following five factors are essential for organizing effective student club activities: 1) Objectives, 2) Personnel, 3) Team positioning, 4) Authority, 5) Planning.

3.The program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province

3.1 The results of program to enhance competence of aesthetic teacher in higher vocational college in Anhui province consisting of principles, objectives, content, development process, and evaluation. The competence of aesthetic teachers consisting of aesthetic knowledge, aesthetic teaching skills, professional aesthetic skills, activity management. Methods to improve the competence of aesthetic teacher in higher vocational college in Anhui province include adopting the Learning Model 70:20:10, as well as developing competence of aesthetic teacher through practice in the workplace, coaching, mentoring, training and workshop. When evaluating the suitability and feasibility of these methods in improving the the competence of aesthetic teacher in higher vocational college in Anhui province, the overall level has reached the highest. Because the development of teachers' competence needs to study the needs and necessity of developing teachers' competence through learning the principles and concepts of teacher development, setting goals, determining the content, and adopting the content to be developed to study the development principles and methods, time period and development evaluation, which is according the concept of Yukl (2010), the important part of the development plan is as follows: 1) Top management supports, 2) There is an atmosphere that creates leadership learning. 3) There is a connection between leadership development activities and other development areas in the organization. 4) Linked to the organization's human resource development work (such as placing people in various positions, giving advice on work lines performance evaluation selection of people to higher positions), 5) Consistent with the main business objectives of the organization. Mintzberg (1983) describes several key components of the development plan: 1) Context: Effective leadership development programs take into account the specific context in which leaders operate, including factors such as organizational culture. Strategy and Structure. 2) Goal: Leadership development programs should be designed Taking into account clear goals and objectives This should be consistent with the organization's needs and priorities. 3) Process Effective leadership development programs use a variety of methods and activities. To help participants learn and practice new skills, this may include teaching in the classroom. experiential learning activities, training, mentoring and self-learning. 4) Participants Leadership development programs should be tailored to the needs and characteristics of the participants. This may include

considerations such as experience level. Learning styles and development goals. 5) Culture Effective leadership development programs should take into account organizational culture, including the values, beliefs, and norms that govern behavior within the organization. Hughes, Ginnett, and Curphy (2009) describe several components of the development plan: 1) Context: Effective leadership development programs take into account the organizational context in which leaders operate. This includes factors such as organizational culture, strategy, and structure. as well as external factors such as the competitive environment and regulatory landscape. 2) Content: Leadership development programs should focus on developing the specific skills and behaviors most important for success in a given context. This may include skills such as communication, decision-making and strategic thinking. as well as the specific leadership style or approach that is appropriate for the organization. 3) The process is an effective leadership development program using a variety of methods and activities. To help participants learn and practice new skills, this may include teaching in the classroom. experiential learning activities, training, mentoring and self-learning. 4) Participants: Leadership development programs should be tailored to the needs and characteristics of participants. This may include considerations such as experience level. learning style and development goals. 5) Evaluation: Effective leadership development programs should have a process for evaluating the program's impact on both individual participants and the organization as a whole. This may involve assessing participants' changes in behavior or performance, as well as the analysis of organizational outcomes.

And principles and methods of competence of teacher development by the Learning Model 70:20:10 Which is according the concept of McCall, M. (1996) who stated that outlines universally accepted principles of learning and human resource development. The ratio is 70:20:10. Survey results from a group of high-performing and successful managers show an interesting ratio as follows. 70 Highly Effective Managers Used to maintain the orderliness of work under primary responsibility 20 is spent supervising people or direct reports and 10 is spent on learning, training, honing skills, and reading. Huang Hui (2018) pointed out that the Learning Model 70:20:10 was put forward by Morgan McCall, Robert W. Eichinger and Michael M. Lombardo. Later in the "build a career development plan" formally put forward. The

law is on the premise of thinking about various reasons, pointed out that 70 percent of the study mainly comes from a variety of work and life experience and problems can be solved, which is a crucial point. Twenty percent of the study is mainly based on the actual work with their own excellent people as the goal of continuous learning, the remaining ten percent is the formal learning and training. Learning rules mainly include four aspects, the subject is the first, practice is the basis of a "cut", and feedback is also essential, learning resources are the source. Huawei in 2014, the enterprise carried out a subversive innovation on the internal training system, canceled the inherent training mode of teaching teaching and network classroom, and adopted the Learning Model 70:20:10 to conduct induction training for new employees. The training rule emphasizes that "true knowledge comes from practice", points out that 70% of the improvement of ability comes from practice, and encourages employees to learn from practice: 20% comes from the help of mentors. The "tutorial system" stipulates that only two mentors are allowed to bring students at most: 10% comes from real classroom learning. Similarly, Microsoft also attaches great importance to the learning and growth of its employees. It has a "721" career development experience model, which deeply integrates the essence of today's organizational learning and enterprise training, and can be described as a classic in the industry. Microsoft's "721" model points out that 70% of experience comes from practice, employees test knowledge and ability at work, learn and summarize while working; 20% of experience is obtained by referring to the good practices of others, learn from the examples around them, and grow in the process of communication. 10% of the experience came from routine training. The Learning Model 70:20:10 of international talent training emphasizes that 70% of employees' ability improvement and learning development comes from practical learning, such as experiencing the real work scene and work process, solve real work tasks and work problems, adhere to the basis of practice, drawing nutrition from practice, improving knowledge and skills: 20% comes from interactive learning, Such as student interaction and team research, Tutor feedback and guidance, inter-student feedback and guidance, Work with the role model (such as experienced or competent trainees) and observe and learn from role model, This process allows us to understand our strengths and identify the gap between our role models, Help you realize your ideal self: 10% comes from

course learning, Learn theoretical knowledge and information knowledge by lecturers and self-study. Only by realizing the organic integration of these three types of different learning methods, can we accelerate the improvement of the training effect and maximize the training effect. Learning Model 70:20:10 reveals the ability of the formation process, emphasize “practice” in the important role in the process of ability to form, the law after domestic and foreign scholars and enterprises repeatedly practice, provides the methodology for staff training, that is, not only through training courses, but to diversified, experiential practice, promote the “transformation” of knowledge to the ability. Most of the foreign top 500 foreign enterprises adopt the “721” talent training mode, such as Microsoft, Google, Apple, Samsung and other enterprises adopt the “721” talent training and development model. This model mainly means that the working ground is the most real training ground, 70% of the improvement in employee ability comes from “learning at work”, Test of knowledge and ability at work, While working, while learning, and while summarizing, Summary and refining thinking, To draw on the lessons learned, Is a very good way to train; 20% from “learning from others”, 20% of experience gained by referring to people’s good practices, Learn from others, Listen to and share, Learning experience, Standing on the shoulders of the giants, Growth during the communication process; 10% from “formal training”, is for the first two, participate in formal training, for oneself and for the long-term interests of the company, It is the last 10% of self-improvement. Wu Zhenli (2012) put forward the basic viewpoint of Learning Model 70:20:10 apply in teaching development as the theoretical basis and the development theory of self-guiding teachers’ teaching development. He pointed out: 1) Wide-area practice is the main basis for teachers' teaching development. 2) Colleagues and other relevant persons are important resources for teachers' teaching development. 3) Feedback is the adjustment and propeller of teachers’ teaching development. 4) Self is the power source of teachers’ teaching development. 5) External support is a driving field for teachers' teaching development. 6) Scientific, practical and feasible planning is the drawing of teachers' teaching development.

3.2 The evaluation results of the suitability and feasibility of the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province show that the overall suitability and feasibility have reached the highest

level. This may be because the researcher created the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province, through the systematic research process, follow the steps of the program development model, according to the research methodology, the related to principles, concepts, and theories related to theoretical concepts and content of competence of aesthetic teachers, components of competence of aesthetic teachers, principles and methods of teacher development, and concept and theory of program and program development has carried on the thorough study. In addition, it also includes the research on the background of aesthetic education in higher vocational colleges in Anhui province and problems existing in aesthetic teachers in higher vocational colleges in Anhui province. Through interviewing experts, obtained the important information that it is necessary to enhance competence of aesthetic teacher in higher vocational college in Anhui province before developing it into a program and checking and evaluating the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

#### **4. Suggestions**

##### **1. Suggestions for applying the research results**

In order to develop the competence of aesthetic teacher in higher vocational college in Anhui province, the researcher recommends the results of this study as follows:

1.1 The government should strengthen the infrastructure of higher vocational college and equip them with modern educational and pedagogical equipment and materials.

1.2 Education administrative departments should earnestly strengthen the organization and leadership of the work of aesthetic teacher in higher vocational college in Anhui province, and create conditions for the development of competence of aesthetic teacher.

1.3 Higher vocational college in Anhui province should establish a scientific promotion mechanism for aesthetic teachers, clarify career development

paths, provide opportunities for continuing education and further training, and encourage teachers to continuously improve their competence.

1.4 Aesthetic teachers themselves should strengthen the awareness of competence development, update the concept of aesthetic education, actively participate in training and independent practice, and improve their competence.

1.5 Build a specialized aesthetic educational resource platform to provide quality teaching resources and courses.

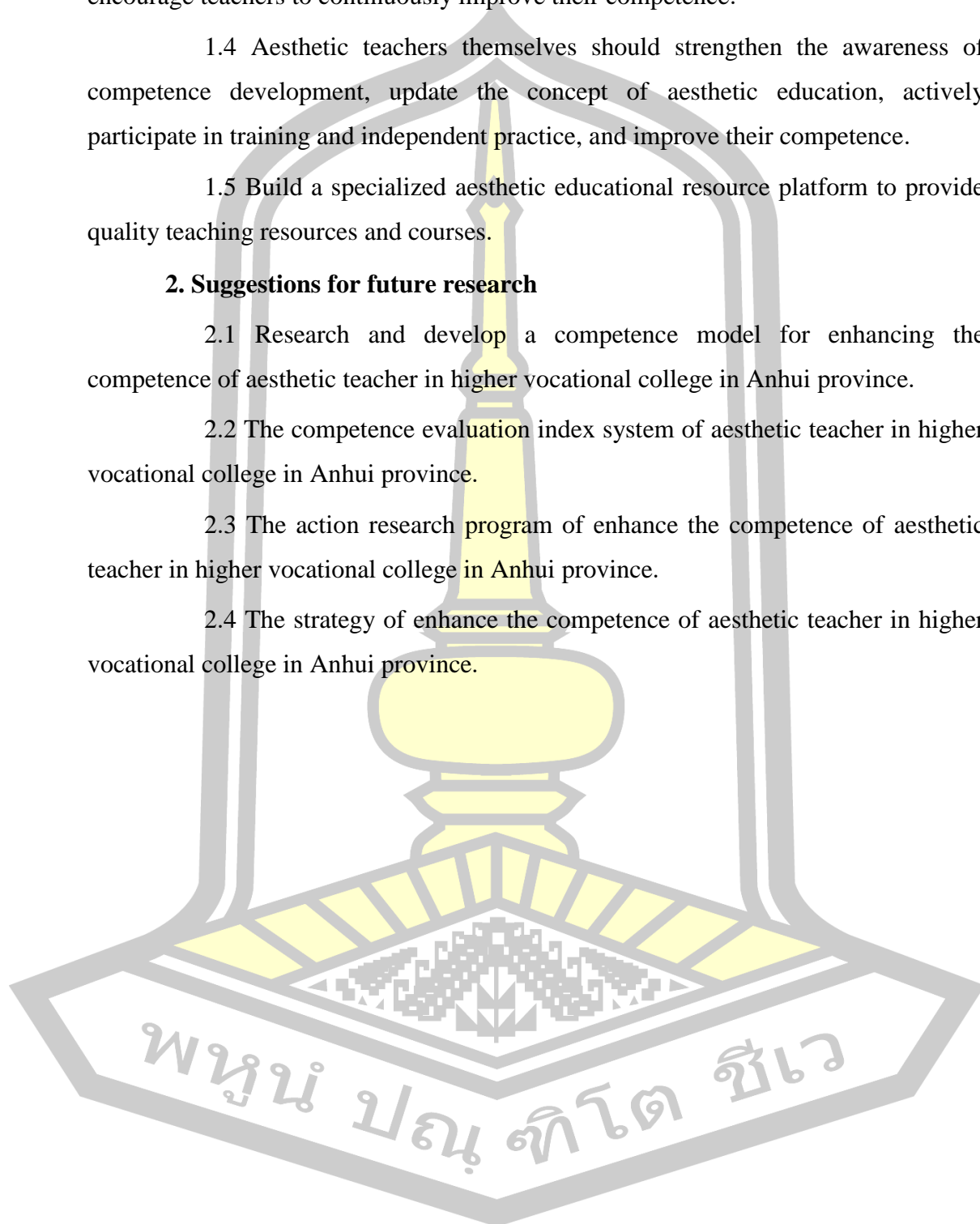
## **2. Suggestions for future research**

2.1 Research and develop a competence model for enhancing the competence of aesthetic teacher in higher vocational college in Anhui province.

2.2 The competence evaluation index system of aesthetic teacher in higher vocational college in Anhui province.

2.3 The action research program of enhance the competence of aesthetic teacher in higher vocational college in Anhui province.

2.4 The strategy of enhance the competence of aesthetic teacher in higher vocational college in Anhui province.



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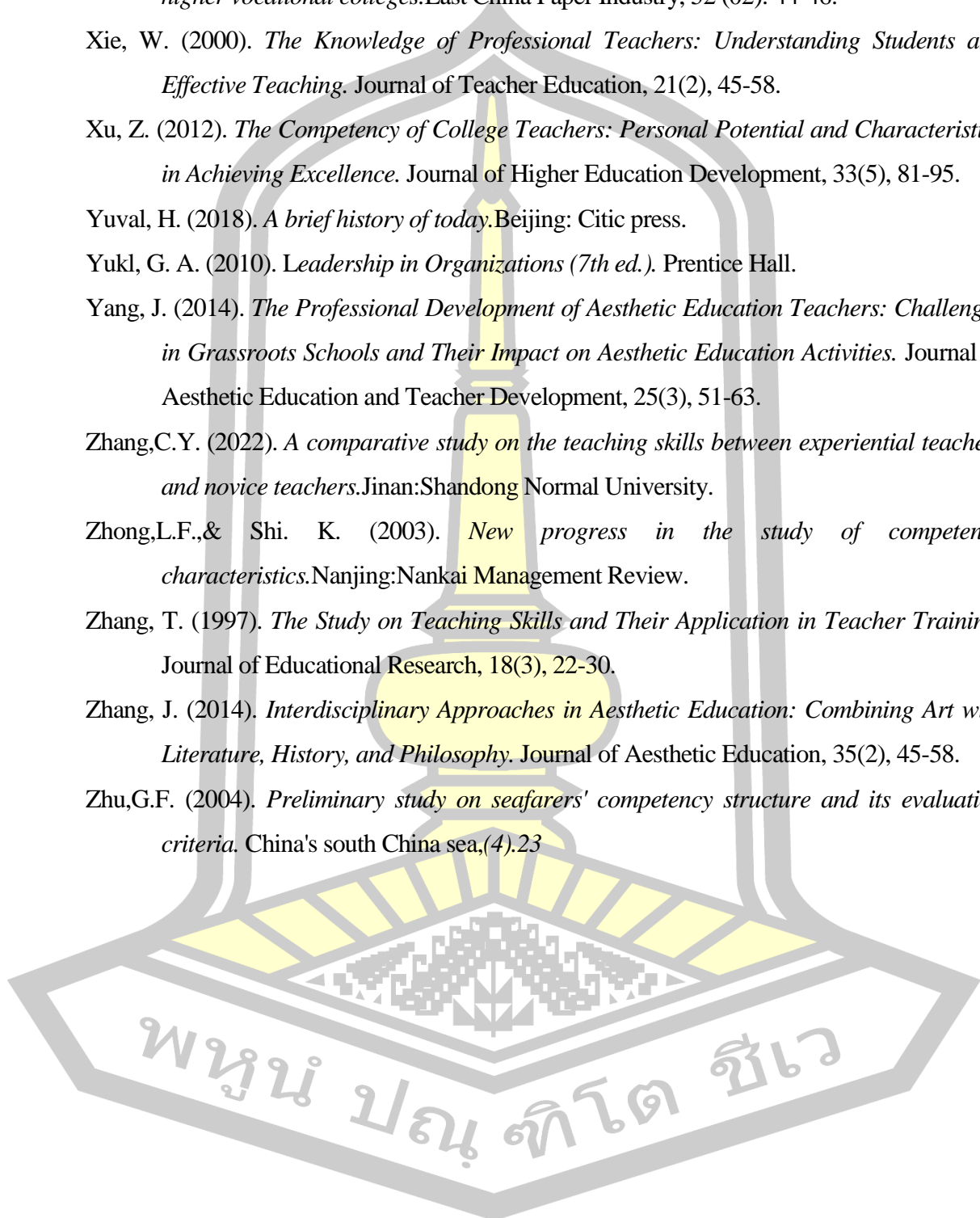
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## **APPENDIX**

### **Appendix I**

#### **List of Experts**

#### **List of experts to evaluate the competence component**

Five Experts who were chosen to evaluate and check the suitability of competence of aesthetic teacher in higher vocational college in Anhui province. They are the people who expertise in aesthetic administration, aesthetic research, with at least a master's degree. Extensive experience in teaching and leading aesthetic education in colleges and universities. Teaching and counselling of students in aesthetic education in higher education. The experts' names and qualification are as follows:

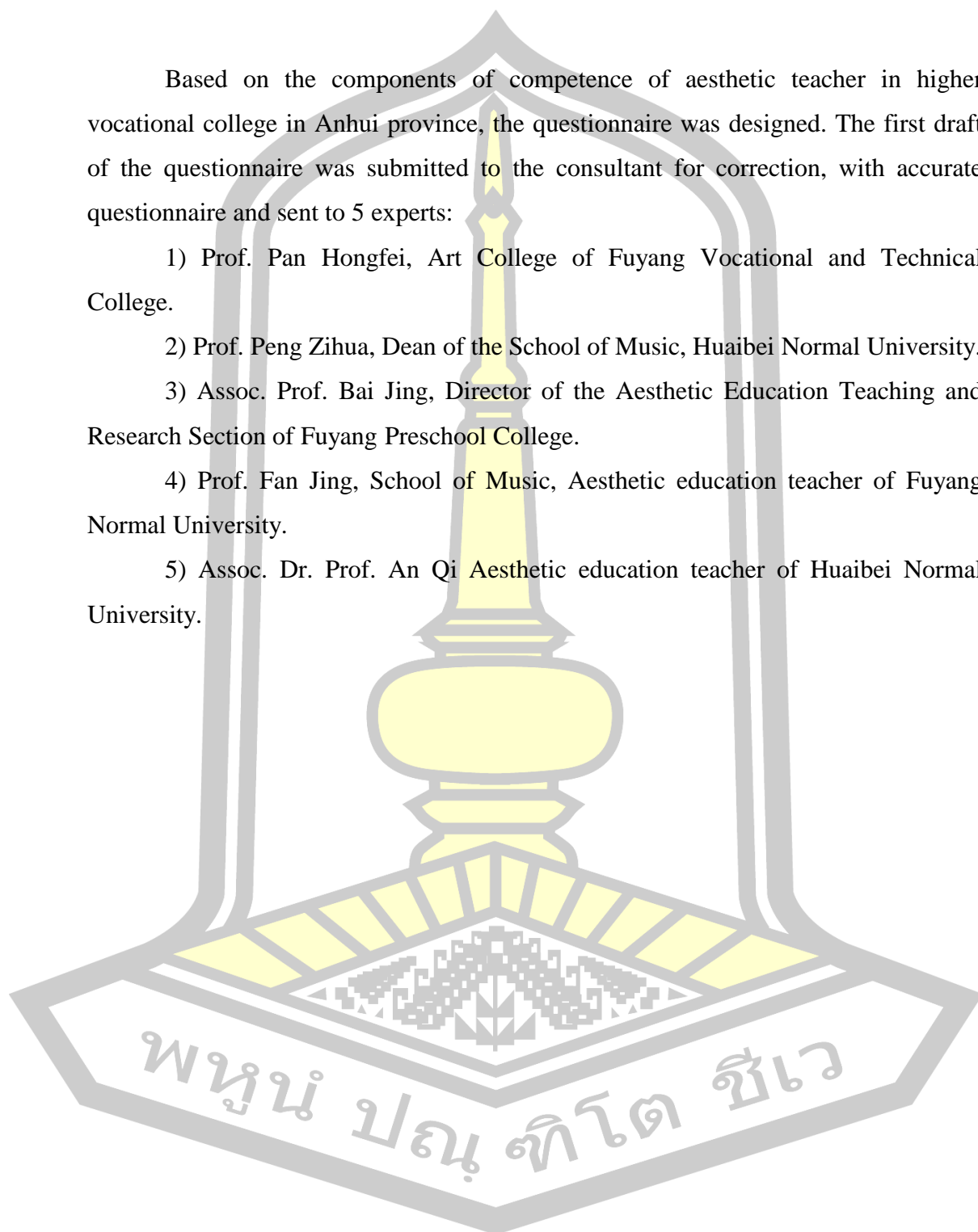
- 1) Prof. Zhou An, Party Committee member, vice president, Fuyang Vocational and Technical College.
- 2) Assoc. Prof. Xu Chunting, Deputy Secretary of the School of Physical Education, Fuyang Normal University.
- 3) Assoc. Prof. Sun Mengqing, Director of the Comprehensive Quality Teaching and Research Section of the Humanities and Art Education Center, North China University of Water Resources and Electric Power.
- 4) Assoc. Prof. Wu Xia, Secretary of the Youth League General Branch of Art Education College, Fuyang Vocational and Technical College.
- 5) Assoc. Prof. Rong Yuanyuan, Director of the Practice Department of the Communist Youth League Committee of Fuyang Vocational and Technical College.

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### List of experts to evaluate the research tools

Based on the components of competence of aesthetic teacher in higher vocational college in Anhui province, the questionnaire was designed. The first draft of the questionnaire was submitted to the consultant for correction, with accurate questionnaire and sent to 5 experts:

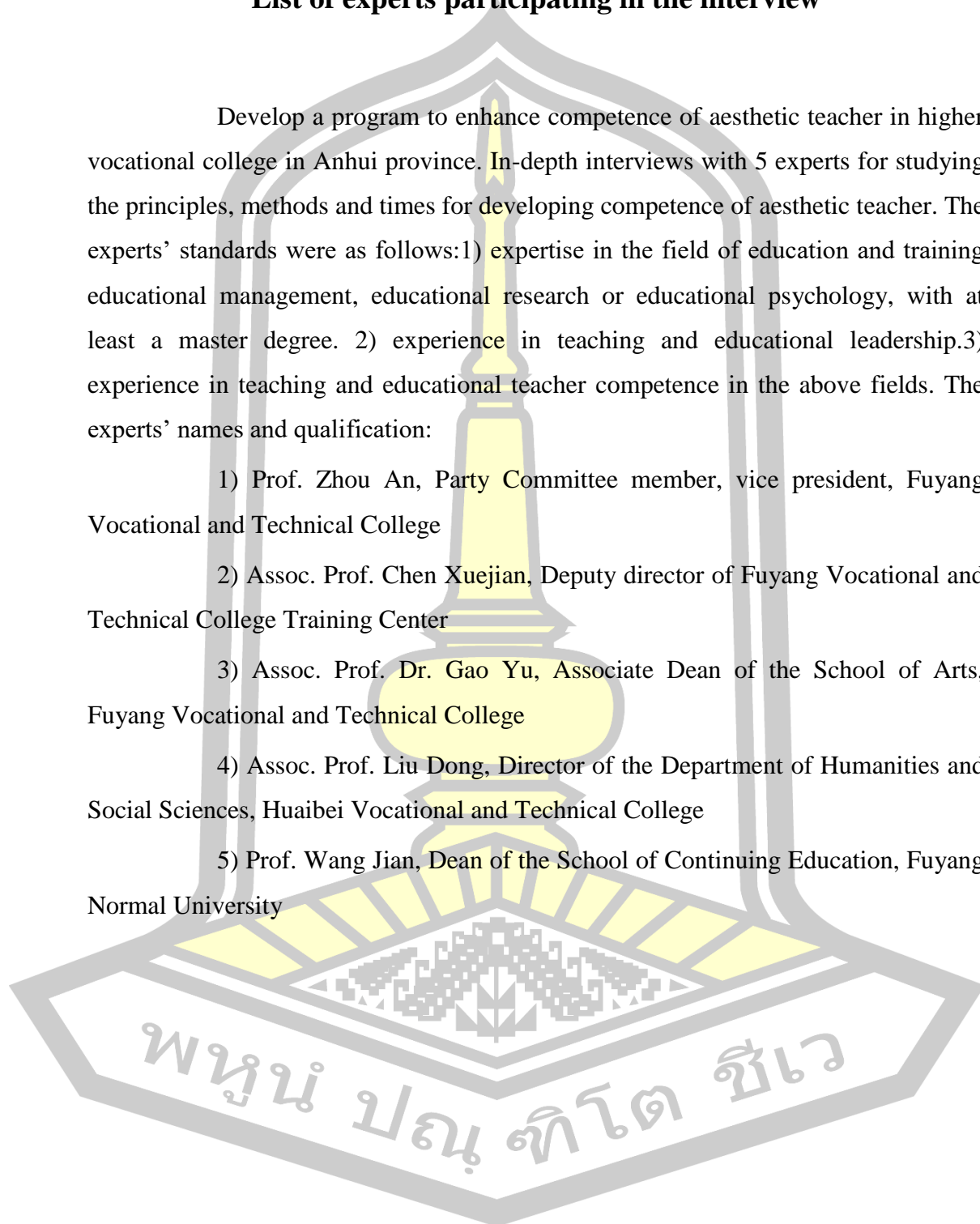
- 1) Prof. Pan Hongfei, Art College of Fuyang Vocational and Technical College.
- 2) Prof. Peng Zihua, Dean of the School of Music, Huaibei Normal University.
- 3) Assoc. Prof. Bai Jing, Director of the Aesthetic Education Teaching and Research Section of Fuyang Preschool College.
- 4) Prof. Fan Jing, School of Music, Aesthetic education teacher of Fuyang Normal University.
- 5) Assoc. Dr. Prof. An Qi Aesthetic education teacher of Huaibei Normal University.



### List of experts participating in the interview

Develop a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province. In-depth interviews with 5 experts for studying the principles, methods and times for developing competence of aesthetic teacher. The experts' standards were as follows: 1) expertise in the field of education and training educational management, educational research or educational psychology, with at least a master degree. 2) experience in teaching and educational leadership. 3) experience in teaching and educational teacher competence in the above fields. The experts' names and qualification:

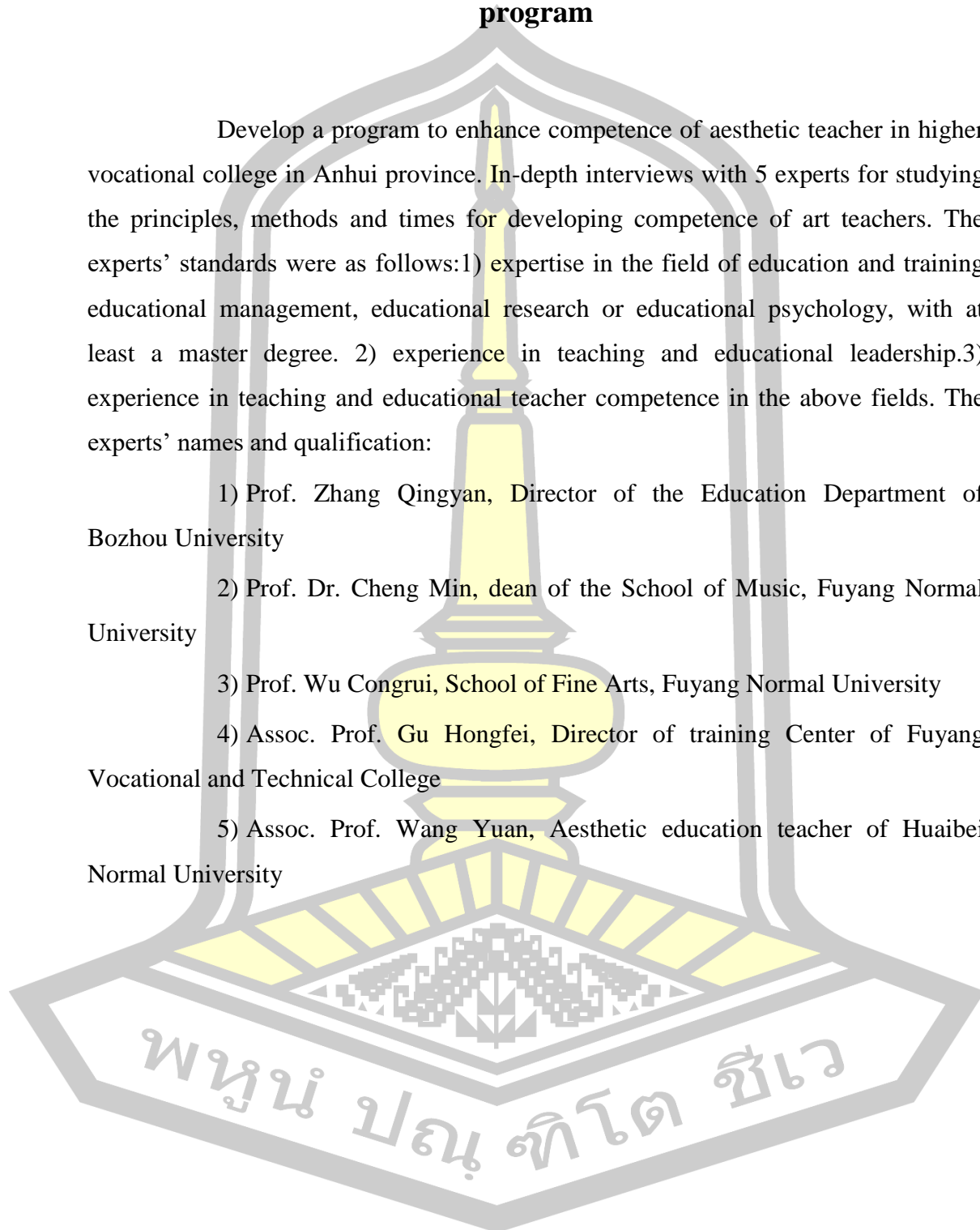
- 1) Prof. Zhou An, Party Committee member, vice president, Fuyang Vocational and Technical College
- 2) Assoc. Prof. Chen Xuejian, Deputy director of Fuyang Vocational and Technical College Training Center
- 3) Assoc. Prof. Dr. Gao Yu, Associate Dean of the School of Arts, Fuyang Vocational and Technical College
- 4) Assoc. Prof. Liu Dong, Director of the Department of Humanities and Social Sciences, Huaibei Vocational and Technical College
- 5) Prof. Wang Jian, Dean of the School of Continuing Education, Fuyang Normal University



### **List of experts to evaluate the suitability and feasibility of the program**

Develop a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province. In-depth interviews with 5 experts for studying the principles, methods and times for developing competence of art teachers. The experts' standards were as follows: 1) expertise in the field of education and training educational management, educational research or educational psychology, with at least a master degree. 2) experience in teaching and educational leadership. 3) experience in teaching and educational teacher competence in the above fields. The experts' names and qualification:

- 1) Prof. Zhang Qingyan, Director of the Education Department of Bozhou University
- 2) Prof. Dr. Cheng Min, dean of the School of Music, Fuyang Normal University
- 3) Prof. Wu Congrui, School of Fine Arts, Fuyang Normal University
- 4) Assoc. Prof. Gu Hongfei, Director of training Center of Fuyang Vocational and Technical College
- 5) Assoc. Prof. Wang Yuan, Aesthetic education teacher of Huaibei Normal University



**Appendix II**  
**Research Tools**



**MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR  
RESEARCH INVOLVING HUMAN SUBJECTS**

**Certificate of Approval**

Approval number: 551-545/2024

**Title :** Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui.

**Principal Investigator :** Yi Zhao

**Responsible Department :** Faculty of Education

**Research site :** Fuyang City, Anhui Province, China

**Review Method :** Expedited Review

**Date of Manufacture :** 29 August 2024      **expire :** 28 August 2025

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Maharakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.

*Ratree S.*

(Assistant Professor Ratree Sawangjit)

Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

## Experts Evaluation Form

(To evaluate the suitability of the components of competence of aesthetic teacher in higher vocational college in Anhui province)

### The components of competence of aesthetic teacher in higher vocational college in Anhui province

#### Statement

1. Evaluation the suitability of the components of competence of aesthetic teacher in higher vocational college in Anhui province, divided into 3 parts as follows:

Part 1. General information of expert

Part 2. Evaluating the suitability of the components of competence of aesthetic teacher in higher vocational college in Anhui province.

Part 3. Suggestions regarding the components of competence of aesthetic teacher in higher vocational college in Anhui province.

The researcher hopes to receive your kindness , thank you very much.

พูนุ่ ปณุ่ ทีโตะ ชีเว่

Yours sincerely

.....

**Part 1.** General information of expert

1. Name.....

2. Position.....

**Part 2.** Evaluating the suitability components of competence of aesthetic teacher in higher vocational college in Anhui province.

Instructions please check a mark  $\surd$  enter in suitability fields. You have taken actions that suitability according to the following criteria:

5 means suitability at the highest level

4 means suitability at the high level

3 means suitability at the medium level

2 means suitability at the low level

1 means suitability at the lowest level

Orders	Component	suitability				
		5	4	3	2	1
1	Aesthetic Knowledge					
2	Aesthetic Teaching Skills					
3	Professional Aesthetic Skills					
4	Activity Management					

**Part 3.** Suggestions regarding the components of competence of aesthetic teacher in higher vocational college in Anhui province

.....

.....

.....

## Questionnaire

(To explore level of the existence conditions, desired conditions and priority needs of competence of aesthetic teacher in higher vocational college in Anhui province)

Research on the Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province

### Statement

Questionnaire aims to study the existence condition and desired condition of competence of aesthetic teacher in higher vocational college in Anhui province.

1. The questionnaire consists of 3 parts as follows:

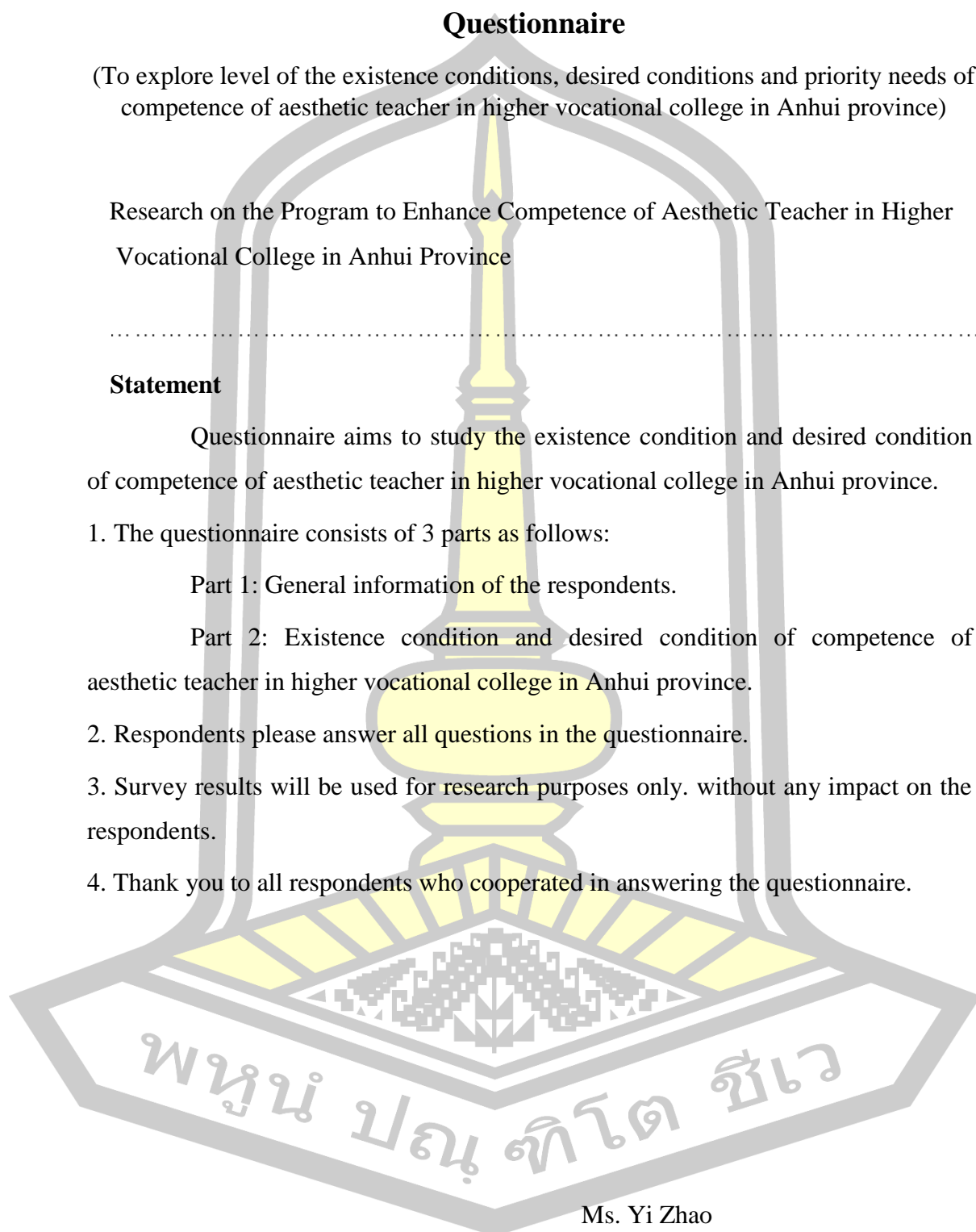
Part 1: General information of the respondents.

Part 2: Existence condition and desired condition of competence of aesthetic teacher in higher vocational college in Anhui province.

2. Respondents please answer all questions in the questionnaire.

3. Survey results will be used for research purposes only. without any impact on the respondents.

4. Thank you to all respondents who cooperated in answering the questionnaire.



Ms. Yi Zhao

Doctoral degree students Doctor of Education Program (Ed.D.)

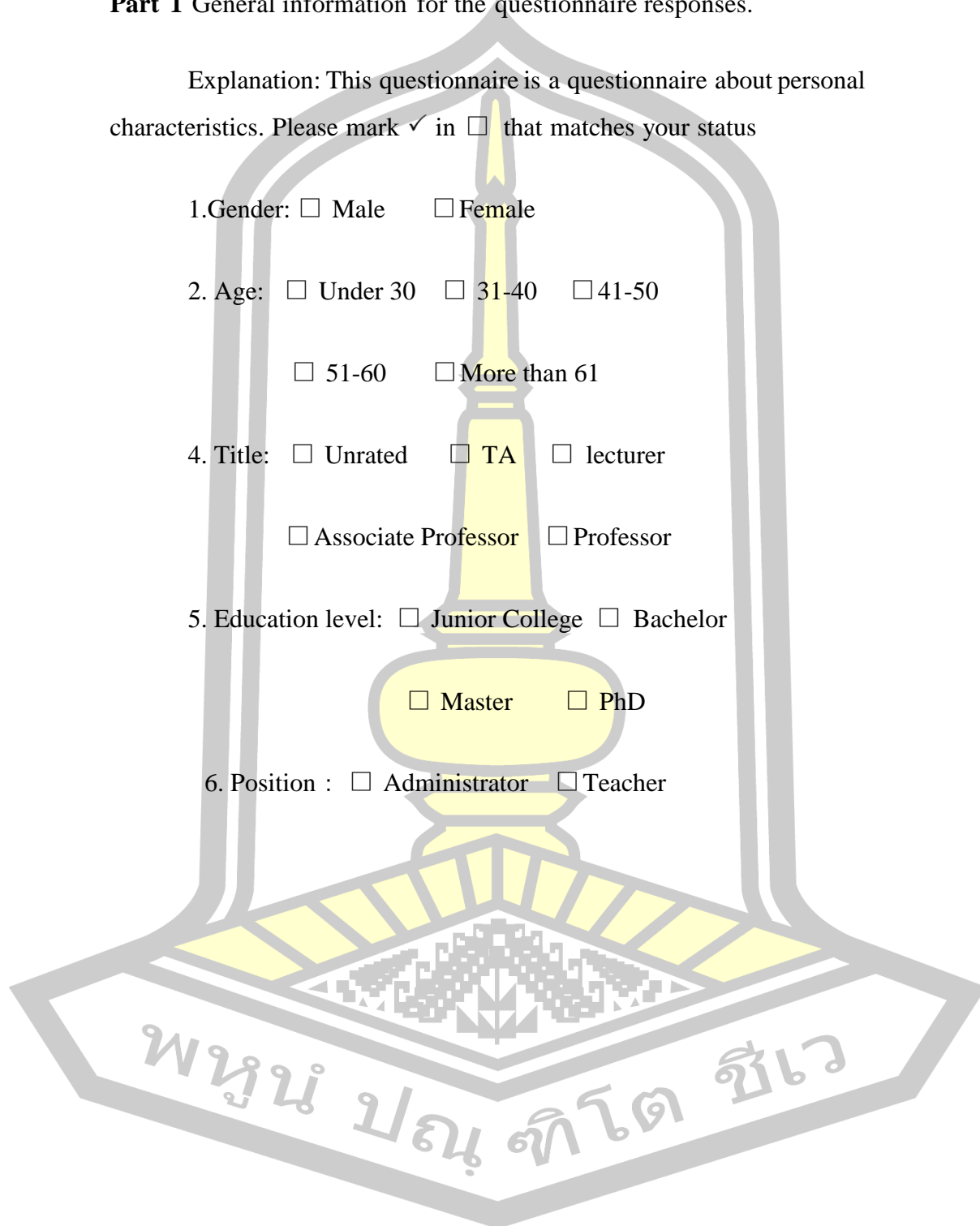
Major: Educational Administration and Development.

Faculty of Education Mahasarakham University

**Part 1** General information for the questionnaire responses.

Explanation: This questionnaire is a questionnaire about personal characteristics. Please mark ✓ in  that matches your status

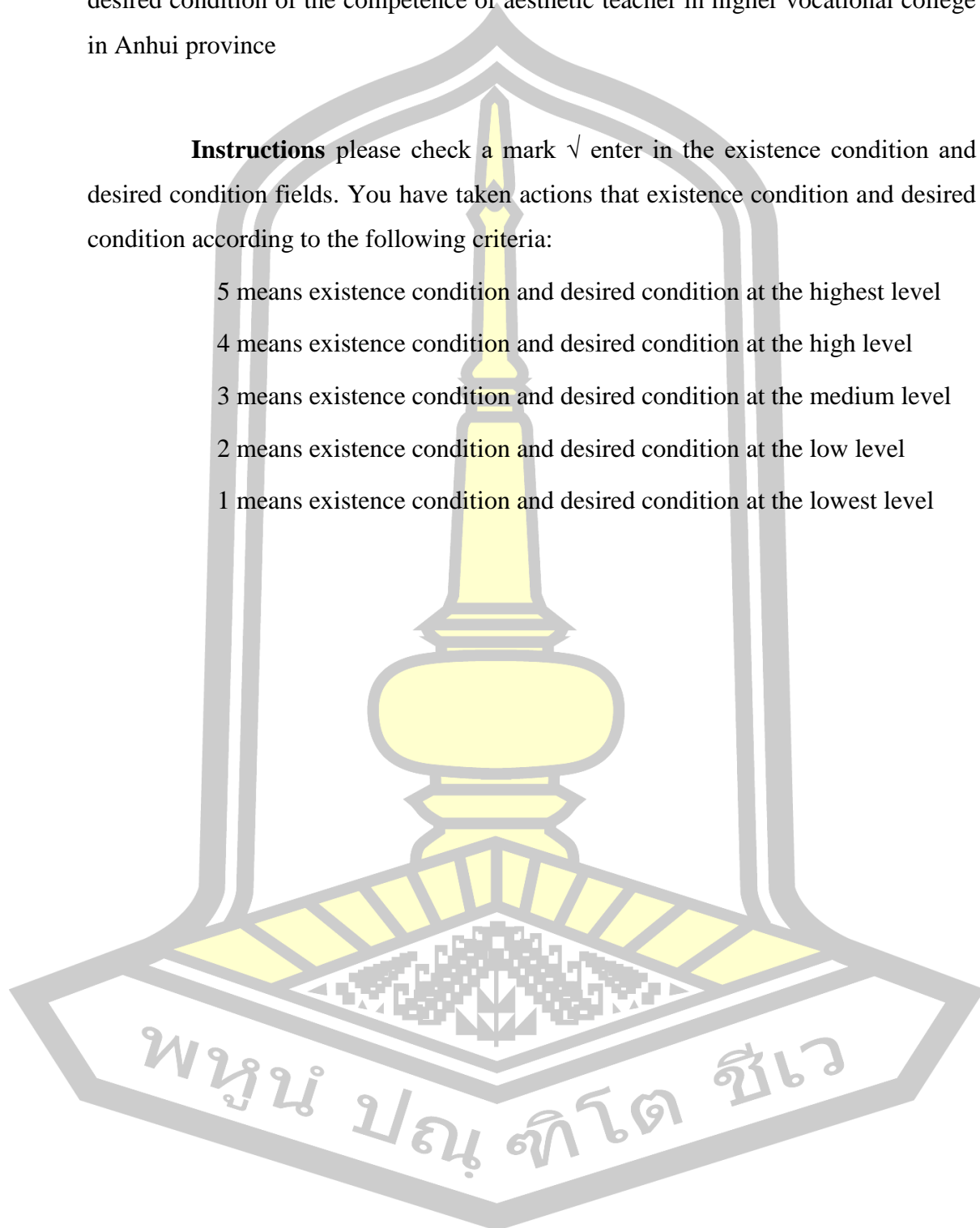
1. Gender:  Male  Female
2. Age:  Under 30  31-40  41-50  
 51-60  More than 61
4. Title:  Unrated  TA  lecturer  
 Associate Professor  Professor
5. Education level:  Junior College  Bachelor  
 Master  PhD
6. Position :  Administrator  Teacher



**Part 2** Questionnaire regarding opinions regarding the existence condition and desired condition of the competence of aesthetic teacher in higher vocational college in Anhui province

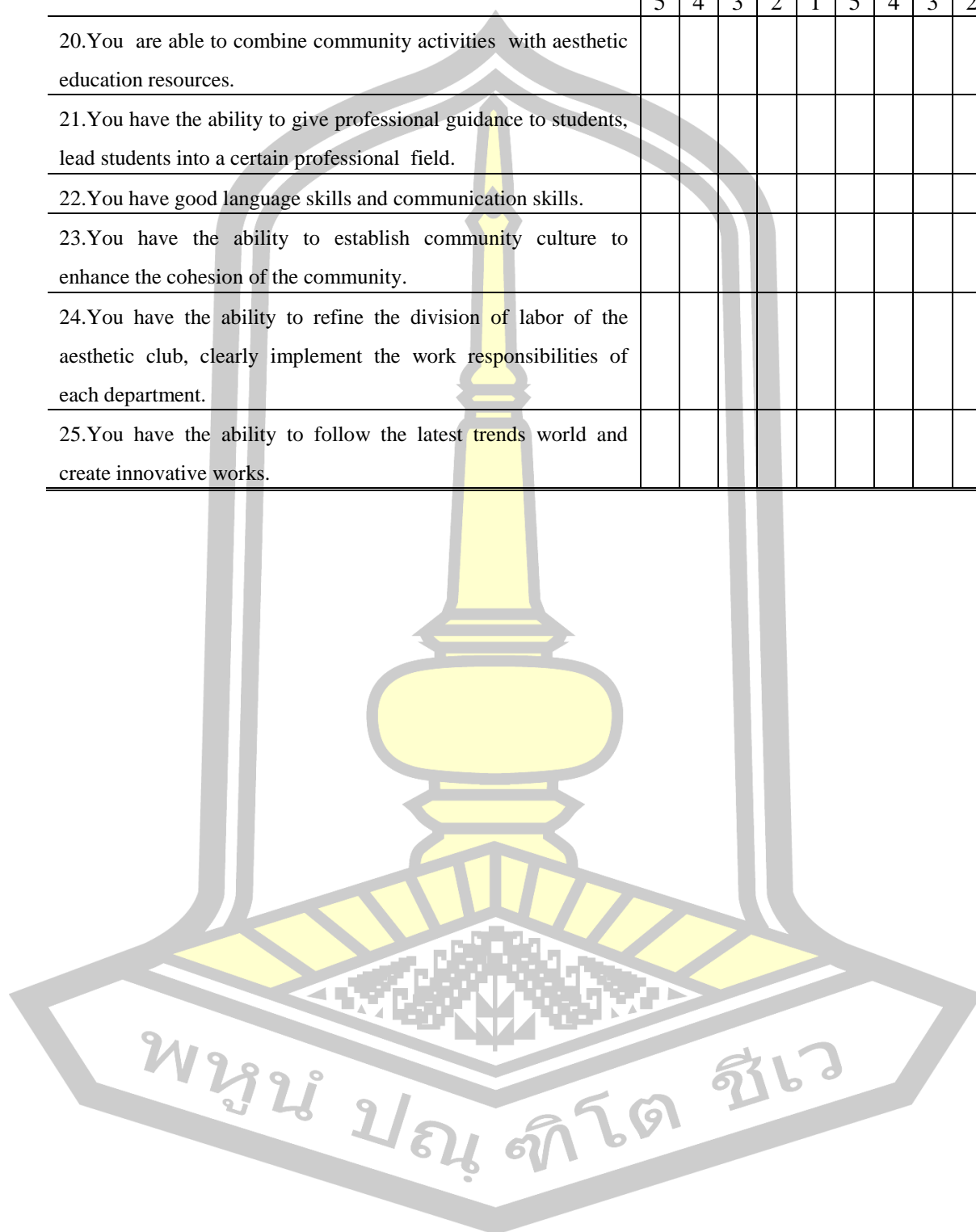
**Instructions** please check a mark  $\surd$  enter in the existence condition and desired condition fields. You have taken actions that existence condition and desired condition according to the following criteria:

- 5 means existence condition and desired condition at the highest level
- 4 means existence condition and desired condition at the high level
- 3 means existence condition and desired condition at the medium level
- 2 means existence condition and desired condition at the low level
- 1 means existence condition and desired condition at the lowest level





Title	Existence state					Desired state				
	5	4	3	2	1	5	4	3	2	1
20.You are able to combine community activities with aesthetic education resources.										
21.You have the ability to give professional guidance to students, lead students into a certain professional field.										
22.You have good language skills and communication skills.										
23.You have the ability to establish community culture to enhance the cohesion of the community.										
24.You have the ability to refine the division of labor of the aesthetic club, clearly implement the work responsibilities of each department.										
25.You have the ability to follow the latest trends world and create innovative works.										



## Interview Form

(To develop a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province)

Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province

### Statement

1. Interview form to interview for opinions about the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province

2. The information obtained from the interview will be used as information to create a program to enhance competence of aesthetic teacher in higher vocational college in Anhui province

3. The interview form is divided into 2 parts as follows.

Part 1: General information of the interviewee.

Part 2 interview program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

The researcher hopes to receive your kindness, and thank you for this opportunity.

Yours sincerely

.....

**Part 1 : General information of the interviewee**

1. Interviewee.....
2. Position.....
3. Date/month/year of the interview.....

**Part 2 : Program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.**

From study of related documents and research principles of development competence of teachers. The researcher uses learning model principles consisting of 70: learning by experience, 20: Learning by others, and 10: learning by courses, and methods development of competence of teachers consisting of 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop.

How many opinions and suggestions do the experts have about the principles and methods of development?

**1. Aesthetic Knowledge**

1.1 Principles of development teacher knowledge consisting of 70: learning by experience, 20: Learning by others, and 10: learning by courses

1.2 Methods of development teacher knowledge consisting of 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop.

1.3 Suggestion.....

**2. Aesthetic Teaching Skills**

2.1 Principles of development teaching skills consisting of 70: learning by experience, 20: Learning by others, and 10: learning by courses

2.2 Methods of development teaching skills consisting of 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop.

2.3 Suggestion.....

### 3. Professional Aesthetic Skills

3.1 Principles of development professional skills consisting of 70: learning by experience, 20: Learning by others, and 10: learning by courses

3.2 Methods of development professional skills consisting of 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop.

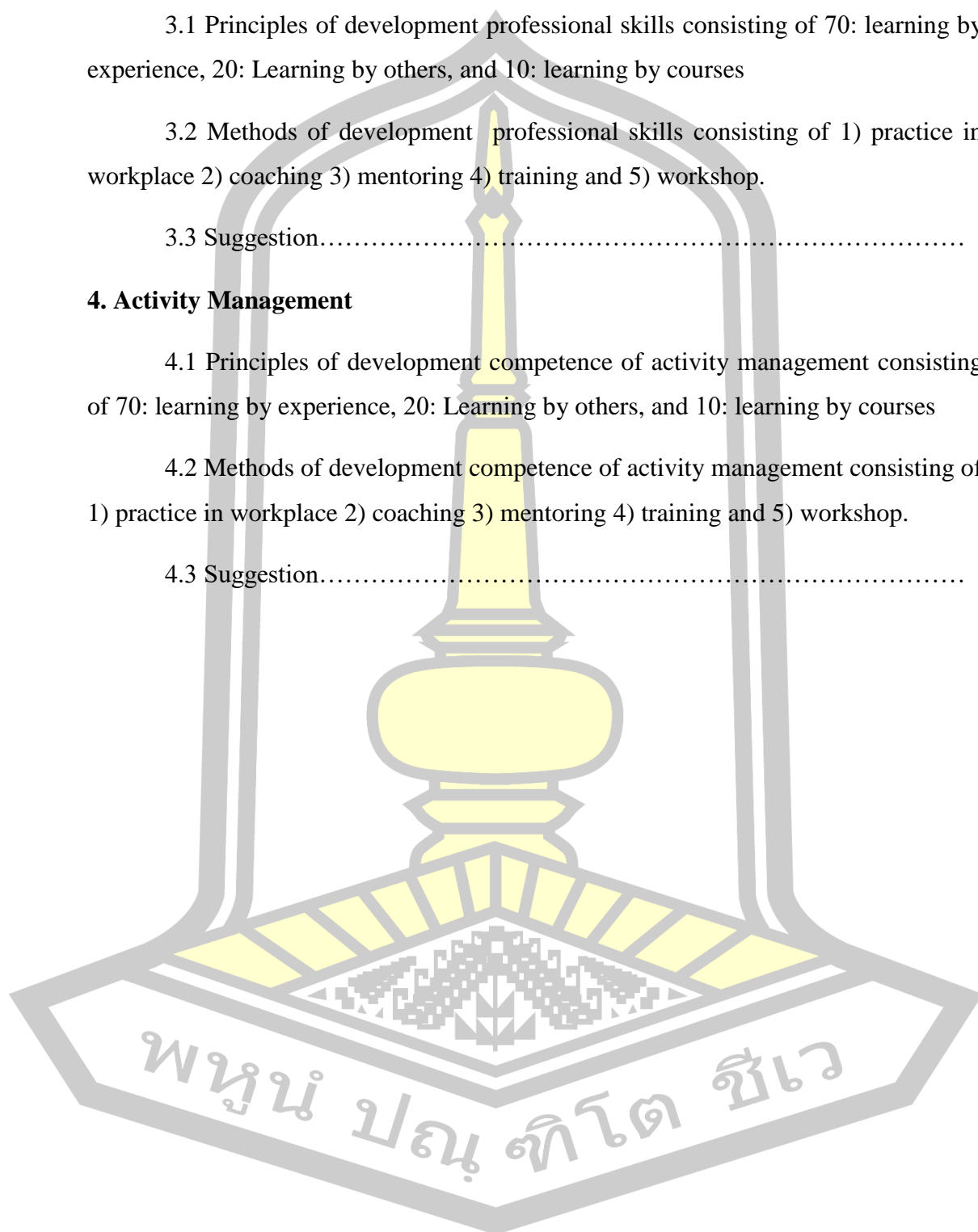
3.3 Suggestion.....

### 4. Activity Management

4.1 Principles of development competence of activity management consisting of 70: learning by experience, 20: Learning by others, and 10: learning by courses

4.2 Methods of development competence of activity management consisting of 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop.

4.3 Suggestion.....



### Program Evaluation Form

(To evaluate the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province)

#### Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province

##### Statement

1. Evaluation of suitability and feasibility of the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province divided into 2 parts as follows:

Part 1 General information of expert

Part 2 Evaluation of suitability and feasibility of the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

Part 3 Suggestions regarding the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

The researcher hopes to receive your kindness , thank you very much.

พูนุ่ ปณุ่ ทีโตะ ชีเว

Yours sincerely

**Part 1.** General information of expert

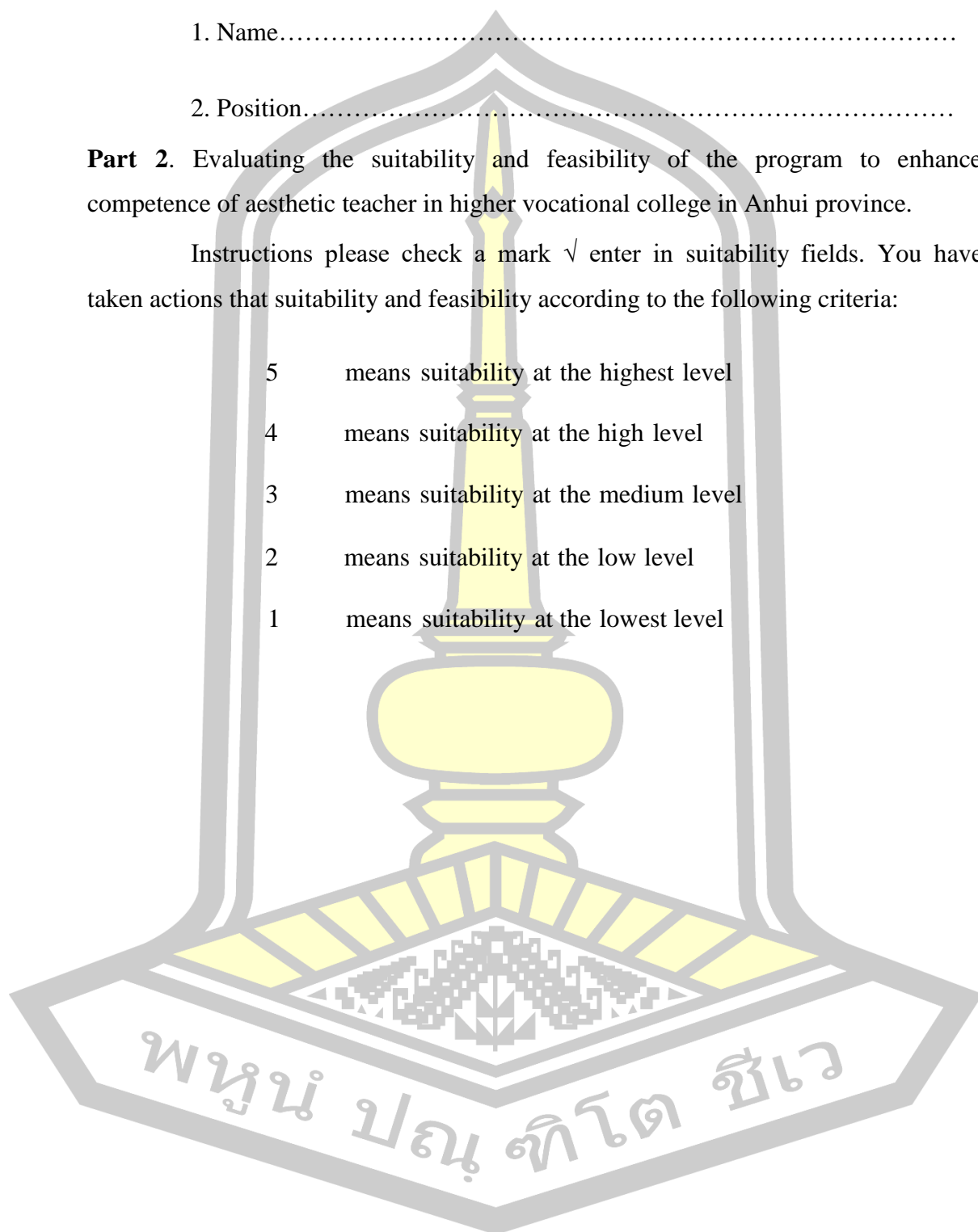
1. Name.....

2. Position.....

**Part 2.** Evaluating the suitability and feasibility of the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

Instructions please check a mark  $\checkmark$  enter in suitability fields. You have taken actions that suitability and feasibility according to the following criteria:

- 5 means suitability at the highest level
- 4 means suitability at the high level
- 3 means suitability at the medium level
- 2 means suitability at the low level
- 1 means suitability at the lowest level



Items	suitability					feasibility				
	5	4	3	2	1	5	4	3	2	1
<b>1. Principles</b>										
<b>2. Objectives</b>										
<b>3. Contents</b>										
Module1 Aesthetic Knowledge										
Module2 Aesthetic Teaching Skills										
Module 3 Professional Aesthetic Skills										
Module 4 Activity Management										
<b>4. Process</b>										
<b>5. Evaluation</b>										
5.1 Pre-Development										
5.2 Development										
5.3 Post-Development										

**Part 3.** Suggestions regarding the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

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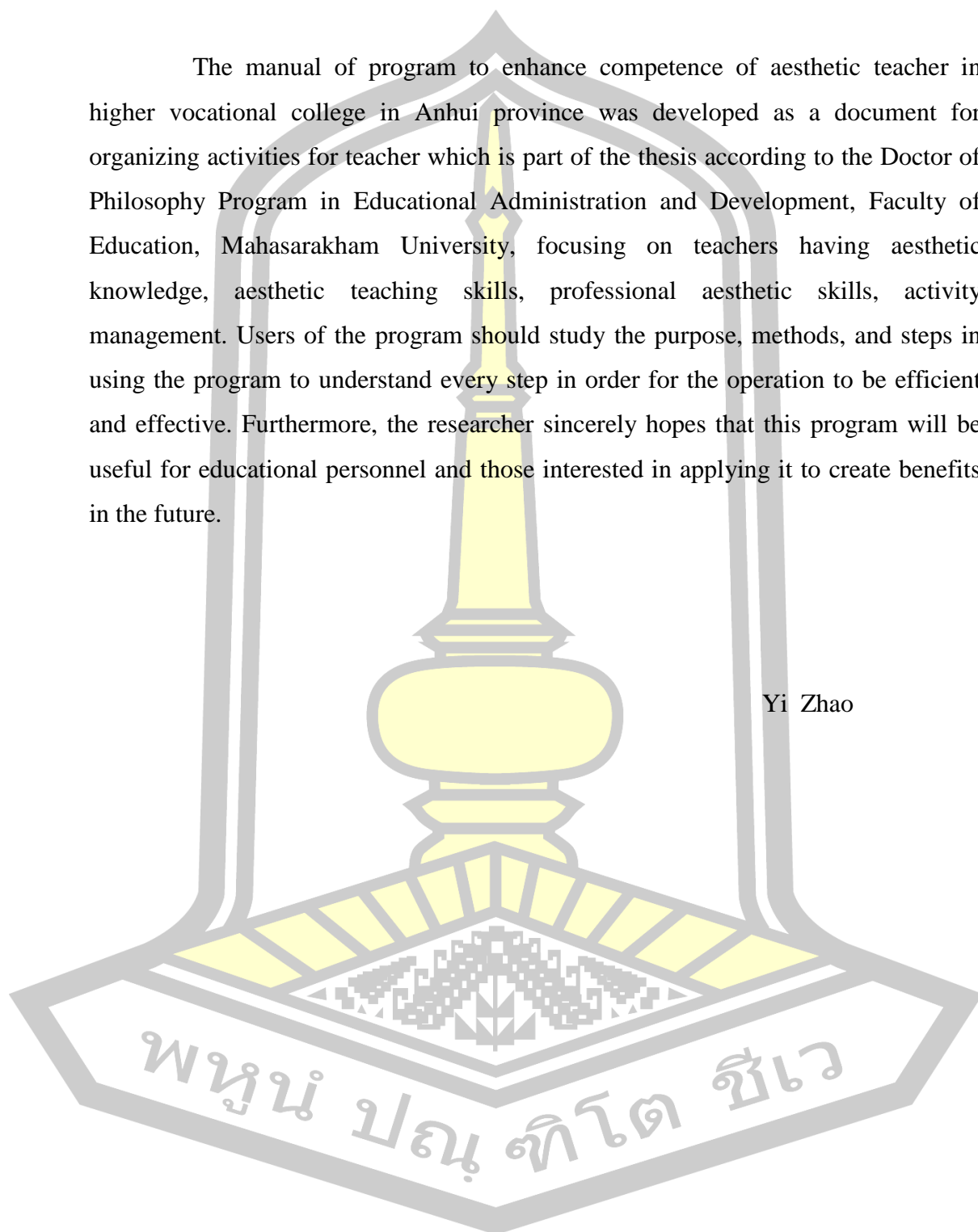
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## Introduction

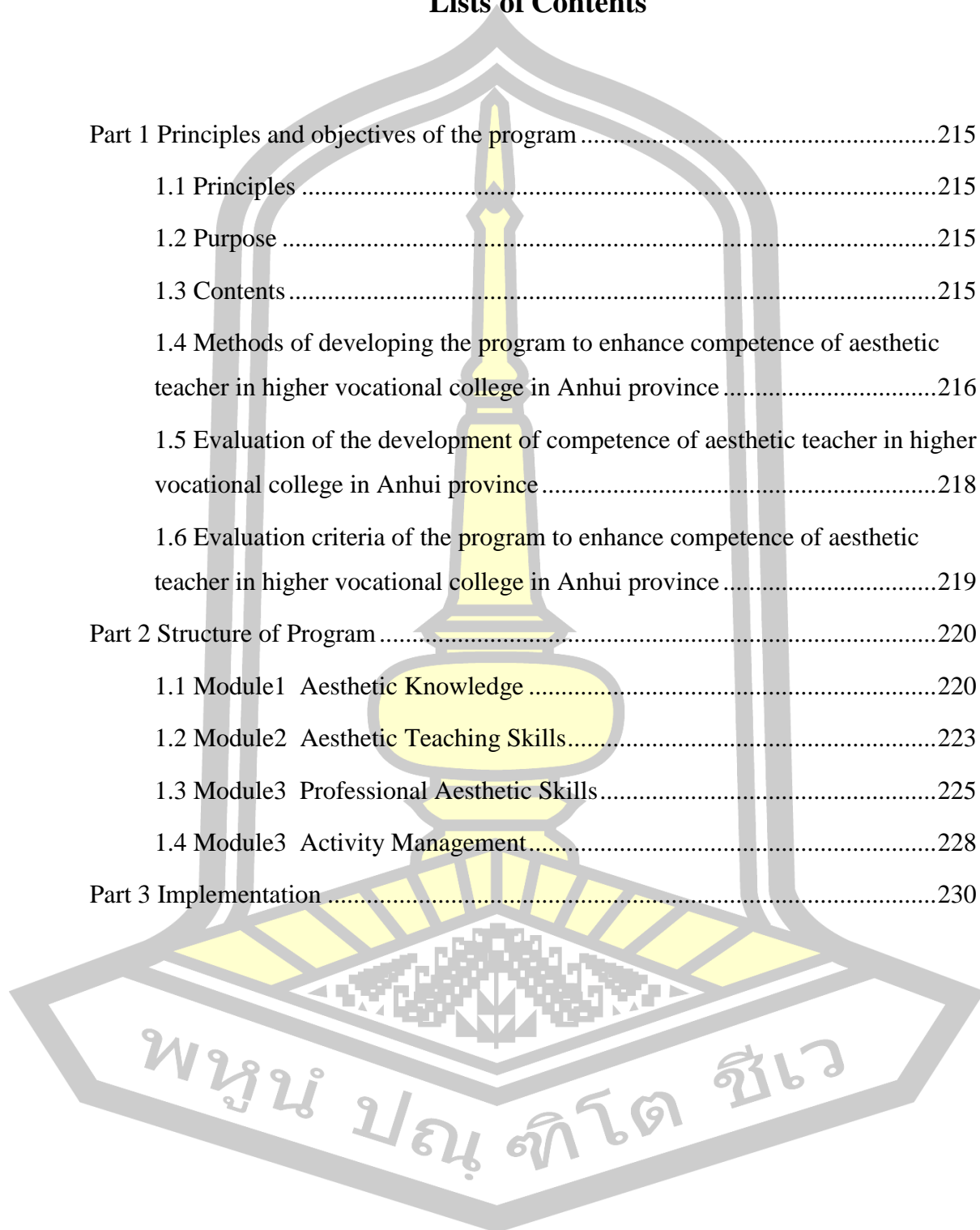
The manual of program to enhance competence of aesthetic teacher in higher vocational college in Anhui province was developed as a document for organizing activities for teacher which is part of the thesis according to the Doctor of Philosophy Program in Educational Administration and Development, Faculty of Education, Mahasarakham University, focusing on teachers having aesthetic knowledge, aesthetic teaching skills, professional aesthetic skills, activity management. Users of the program should study the purpose, methods, and steps in using the program to understand every step in order for the operation to be efficient and effective. Furthermore, the researcher sincerely hopes that this program will be useful for educational personnel and those interested in applying it to create benefits in the future.

Yi Zhao



## Lists of Contents

Part 1 Principles and objectives of the program .....	215
1.1 Principles .....	215
1.2 Purpose .....	215
1.3 Contents .....	215
1.4 Methods of developing the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province .....	216
1.5 Evaluation of the development of competence of aesthetic teacher in higher vocational college in Anhui province .....	218
1.6 Evaluation criteria of the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province .....	219
Part 2 Structure of Program .....	220
1.1 Module1 Aesthetic Knowledge .....	220
1.2 Module2 Aesthetic Teaching Skills.....	223
1.3 Module3 Professional Aesthetic Skills.....	225
1.4 Module3 Activity Management.....	228
Part 3 Implementation .....	230



## Statement

1. Manual for using the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province, divided into 3 parts:

**Part 1** Principles and objectives of the program

**Part 2** Program content structure

**Part 3** Program implementation

2. Manual for using the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province. This is a document for developing the competence teachers in higher vocational colleges in Zhengzhou, which specifies the details of the content, consisting of 4 modules:

Module 1: Aesthetic Knowledge

Module 2: Aesthetic Teaching Skills

Module 3: Professional Aesthetic Skills

Module 4: Activity Management

3. The participants study and understand the content in the document (Self-study Learning) to use in the development activities, which consist of training, practice in workplace, knowledge-sharing community, coaching and mentoring.

Development time: 140 hours

## **Part 1: Principles and objectives of the program**

Program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

### **1. Principle**

Competence of teachers covers the management of teaching process and learning activities, classroom management, subject and professional knowledge, teaching strategies and the application of teaching media, which jointly promote the promotion of learning. These skills are technical and directly related to teacher performance. Some indicators of competence of aesthetic teachers include: the understanding of aesthetics and aesthetic education, the understanding of the development history of aesthetics, the knowledge of psychology and pedagogy, the understanding of the structure system of curriculum and textbooks, and the mastery of the knowledge of educational psychology. Thus, educators can lead every learner to meet the proficiency benchmarks established in the educational guidelines by applying the personnel development principles concept as per the Learning Model 70:20:10, an inventive approach. This model specifies that individuals can enhance their skills through three fundamental activities, in the following percentages: 1) 70% comes from activities that foster personal growth through experiences (Experience), such as learning from daily tasks, tackling challenging assignments, and engaging in practice. 2) 20% is derived from activities that promote development through exposure (Exposure) to learning and growth, including mentorship, collaborating with networks, or learning from peers. 3) 10% percent is attributed to activities that facilitate self-improvement through formal education (Education), which involves studying and developing skills via structured learning in educational settings or through diverse courses, programs, and methods designed to enhance the capabilities of aesthetic educators, encompassing 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop.

### **2. Purpose**

Enhance the competence of aesthetic teacher in higher vocational college in Anhui province.

### **3. Content**

Program to enhance the competence of aesthetic teacher in higher vocational college in Anhui province, covering four modules:

#### **Module 1: Aesthetic Knowledge**

This module's content focuses on the competence of aesthetic teachers, encompassing their understanding of aesthetics and aesthetic education, the historical progression of aesthetics, as well as psychology and pedagogical principles.

#### **Module 2: Aesthetic Teaching Skills**

This module's content covers the need for teachers to possess theoretical understanding of instructional design, curriculum and textbook structure, as well as systemic knowledge, educational psychology, digital teaching skills, the ability to systematically plan courses, organize and manage classroom instruction, emotional communication skills, and the capacity for teaching analysis and evaluation.

#### **Module 3: Professional Aesthetic Skills**

This module's content involves teachers to master professional aesthetic skills, demonstrate their aesthetic skills, use creative ability to enhance students' creativity, enhance emotional communication through specific aesthetic skills, and interpret classical works in artistic language.

#### **Module 4: Activity Management**

This module's content revolves around the integration of community activities with Course Ideology and Politics, community activities with discipline development, and community activities with aesthetic education resources. Moreover, educators can offer specialized guidance to pupils, ushering them into specific professional domains, possessing adept linguistic and interpersonal skills. By fostering community culture, they can bolster the community's unity, streamline the division of labor, define the roles of each department, stay abreast of global trends, and produce innovative creations.

### **4. Development methods**

The program to enhance competence of aesthetic teacher in higher vocational college in Anhui province is as follows:

4.1 Learning principles and development of competence of the principle of learning and development 70:20:10 From the study, the development is divided into 3 parts:

1) Learning by experience 70% is learning that focuses on actual practice in real work situations to create development experiences from the work that is responsible for. This learning has development methods, including learning from doing and learning by yourself.

2) Learning by others 20% is learning from others, which requires good interactions to create new perspectives and approaches to development. This learning has development methods, including coaching and mentoring.

3) Learning by course 10% is formal learning from a program that is clearly and systematically organized to create knowledge. Understanding the concept and steps of self-development, which this learning has development methods, including training and workshop.

4.2 The development of competence of aesthetic teacher in higher vocational college in Anhui province faces the real situation and problems through learning in the actual operation of educational institutions. Self-learning emphasizes individual responsibility for learning and development, not necessarily limited to working hours. Individuals can look for learning opportunities through their mindset, emotion, feelings, and adaptability to working with others in educational institutions through their desired guidance and conversations with mentors. A group of people within an educational institution go through knowledge-sharing meetings to communicate knowledge, principles and related concepts that can be applied to the work. Training aims to increase knowledge and work skills, prepare for new future jobs, and keep technical knowledge up to date.

#### 4.3 Implementation

Duration of teacher development with a program to competence of aesthetic teacher in higher vocational college in Anhui province, totaling 140 hours. The details are as shown in Table20:

Component	Principles of development to enhance the competence of teachers	Methods of development to enhance the competence of teachers	Hours
Aesthetic Knowledge	70: learning by experience	practice in workplace	28
	20: learning by others	- coaching - mentoring	8
	10: learning by course	- training - workshop	4
Aesthetic Teaching Skills	70: learning by experience	practice in workplace	21
	20: learning by others	- coaching - mentoring	6
	10: learning by course	- training - workshop	3
Professional Aesthetic Skills	70: learning by experience	practice in workplace	21
	20: learning by others	- coaching - mentoring	6
	10: learning by course	- training - workshop	3
Activity Management	70: learning by experience	practice in workplace	28
	20: learning by others	- coaching - mentoring	8
	10: learning by course	- training - workshop	4
			140

### 5. Evaluation of the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

1) Assessment of knowledge and understanding about competence of aesthetic teacher using tests form.

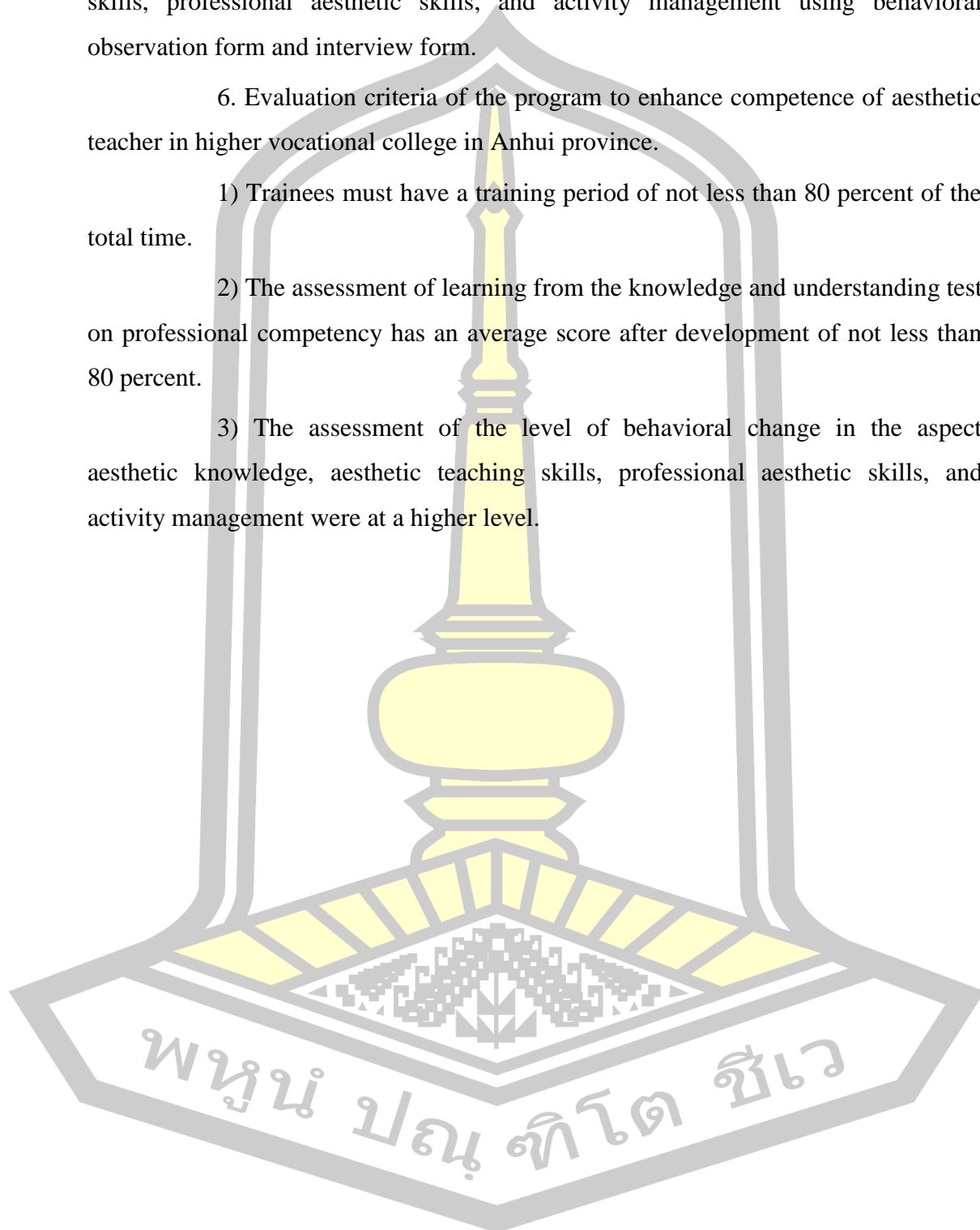
2) Assessment of behavior about aesthetic knowledge, aesthetic teaching skills, professional aesthetic skills, and activity management using behavioral observation form and interview form.

6. Evaluation criteria of the program to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

1) Trainees must have a training period of not less than 80 percent of the total time.

2) The assessment of learning from the knowledge and understanding test on professional competency has an average score after development of not less than 80 percent.

3) The assessment of the level of behavioral change in the aspect aesthetic knowledge, aesthetic teaching skills, professional aesthetic skills, and activity management were at a higher level.



## **Part 2 : Structure of program**

**The program content to enhance competence of aesthetic teacher in higher vocational college in Anhui province is divided into 4 Modules:**

### **Module 1: Aesthetic Knowledge**

#### **1. Purpose**

To enhance the aesthetic knowledge of aesthetic teachers in higher vocational college in Anhui province.

#### **2. Content**

Aesthetic knowledge is that the teachers have the knowledge of aesthetics and aesthetic education, the development history of aesthetics, psychology and pedagogy. These knowledge directly related to teacher performance. Some indicators of aesthetic knowledge for teachers include: knowledge of aesthetics and aesthetic education, knowledge of the development history of aesthetics and knowledge of psychology and pedagogy. Aesthetic knowledge an important part of teachers' professional quality. Teacher's knowledge must be able to reflect the uniqueness of teaching as a specialized profession, that is, it can explain the unique stipulation and irreplaceable of teachers' knowledge in the composition of teachers' professional quality. Teacher knowledge is not only the necessary intellectual resources for teachers to engage in teaching activities, but also its richness and operation directly determine the professional level of teachers. Aesthetic teachers need to master the theoretical knowledge such as pedagogy, psychology, fully understand the teaching object in the school situation, the psychological phenomenon in the teaching process, the students of psychological and cognitive characteristics have a comprehensive understanding, based on this ability in the aesthetic education teaching design consistent with students' cognitive level, reasonable teaching content, completes the course, make the teaching content of progressive and complete and orderly internal connection. At the same time, we should also be familiar with the representative teaching methods at home and abroad, and absorb the essence for our own teaching.

Aesthetic knowledge is that the teachers have the knowledge of aesthetics and aesthetic education, the development history of aesthetics, psychology and pedagogy. This knowledge is closely related to the teaching performance of the teachers. The indicators of teachers' aesthetic knowledge include: the understanding of aesthetics and aesthetic education, the understanding of the development history of aesthetics, and the understanding of psychology and pedagogy. Aesthetic knowledge is an important part of teachers' professional quality. Teachers' knowledge must be able to reflect the uniqueness of teaching as a professional profession, that is, it can explain the unique stipulation and irreplaceable of teachers' knowledge in the composition of teachers' professional quality. Teachers' knowledge is not only the necessary intellectual resources for teaching activities, but also its richness and application directly determine their professional level.

Aesthetic teachers need to master the theory knowledge such as pedagogy, psychology, fully understand the school situation of teaching object, psychological phenomenon in the teaching process, have a comprehensive understanding of students' psychological and cognitive characteristics, based on this ability in the process of aesthetic education teaching design consistent with students' cognitive level, reasonable arrangement of teaching content, complete the course, make the teaching content with progressive, integrity and orderly internal connection. At the same time, we should also be familiar with the representative teaching methods at home and abroad, and absorb its essence for our own teaching. In teaching practice, teachers should constantly update and deepen their aesthetic knowledge to meet the needs of educational development. This includes not only the study of new theories, but also the innovation and improvement of teaching methods. Teachers should have critical thinking and be able to analyze and evaluate the existing teaching mode, so as to put forward more effective teaching strategies. In addition, teachers should also have good communication skills, able to communicate effectively communicate with students, parents and peers, and jointly promote the growth of students in the field of aesthetics. In the teaching process, teachers should pay attention to cultivating students' aesthetic emotion and creativity, and stimulate students' pursuit and appreciation of beauty. Through diversified teaching methods, such as art appreciation, creation practice, teachers can guide students to experience and

understand different aesthetic values, so as to enrich students' inner world and emotional experience.

### 3. Principles and methods

The principles and methods for teachers to develop aesthetic knowledge are realized through learning the Learning Model 70:20:10, including the following methods: 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop. See Table 21 for more details.

Table 21 Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of developing aesthetic knowledge

Principles of competence of teacher development	Methods of competence of teacher development	Details of activities
<b>70: Learning by Experience</b> (28.00 hours)	<b>practice in workplace</b> (28.00 hours.)	Through work practice and learning, conducting performance review and self-improvement.
<b>20: Learning by others</b> (8.00 hours)	<b>- coaching</b> (4.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic knowledge.
	<b>- mentoring</b> (4.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic knowledge.
<b>10: Learning by course</b> (4.00 hours)	<b>- training</b> (2.00 hours.) <b>- workshop</b> (2.00 hours.)	The steps of the aesthetic knowledge training activities are shown as follows: 1. Teaching by the lecturer, including: -Basic principles and concepts of aesthetic education knowledge. 2. Discuss and exchange questions about aesthetic knowledge.

### 4. Media for development

4.1 Worksheet

4.2 PowerPoint

4.3 Test

### 5. Evaluation

5.1 Participation

5.2 Test

5.3 Changed behavior

## **Module 2: Aesthetic Teaching Skills**

### **1. Purpose**

To enhance the aesthetic teaching skills of teachers in higher vocational college in Anhui province.

### **2. Content**

Aesthetic teaching skills cover a wide range of competence areas, including a deep understanding of educational theory, mastery of subject content, and the ability to design attractive and inclusive curriculum plans. Furthermore, these skills include the ability to accurately assess student academic progress, to provide constructive feedback, and to adapt teaching methods to students' diverse needs. In essence, aesthetic teaching skills enable faculty to construct a positive learning environment that ensures that all students have a chance of success. A central element of aesthetic teaching skills is the understanding of different learning styles and the ability to adapt teaching strategies to these styles. For example, some students may prefer visual-assisted learning, while others may prefer hands-on or verbal instruction. Good educators are good at identifying these preferences and adapting their teaching strategies accordingly. This adaptability will not only help to meet the needs of individual students, but also help to create an inclusive classroom atmosphere in which each learner feels valued and supported. In addition, aesthetic teaching skills transcend the boundaries of the classroom. They include interactions with parents and the wider community, collaboration with colleagues, and follow-up on the latest educational research and educational technology. Continued professional development is essential for teachers to refine their skills and maintain their effectiveness in educational practice. By developing these abilities, teachers can stimulate students' enthusiasm for learning, promote the development of critical thinking, and ultimately promote students' all-round development.

Aesthetic teaching skills are crucial for a productive educational experience. They encompass a variety of competences, expertise, and perspectives

that educators must possess to effectively guide student learning. These capabilities involve comprehension of student learning processes, curriculum creation and execution, application of efficient teaching methodologies, and evaluation of student advancement. With robust teaching abilities, instructors can establish an educational setting that is captivating, all-encompassing, and accommodating to the requirements of every student. A key element of aesthetic teaching skills is the capacity to modify teaching approaches to cater to the varied learning preferences and needs of students. Learners originate from diverse backgrounds and have unique methods of information absorption. Educators with strong aesthetic teaching skills can discern these variances and customize their teaching methods to satisfy each student's particular requirements. This tailored approach not only boosts student engagement but also fosters superior learning outcomes by guaranteeing that all students have the chance to excel. Additionally, aesthetic teaching skills are vital for nurturing critical thinking and problem-solving abilities in students. Proficient teachers do not merely disseminate knowledge; they also motivate students to think profoundly, pose questions, and investigate ideas independently. By employing a range of instructional methods, such as cooperative learning, inquiry-based learning, and technology integration, teachers can ignite students' intellectual curiosity and equip them for ongoing education. In summary, teaching skills are fundamental to the cultivation of comprehensive, skilled, and self-assured learners.

### 3. Principles and methods

The principles and methods for teachers to develop aesthetic teaching skills are realized through the Learning Model 70:20:10, including the following methods: 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop. See Table 22 for more details.

Table 22 Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of aesthetic teaching skills

Principles of competence of teacher development	Methods of competence of teacher development	Details of activities
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<b>70: Learning by Experience</b> (21.00 hours)	<b>practice in workplace</b> (21.00 hours.)	Through work practice and learning, conducting performance review and self-improvement.
<b>20: Learning by others</b> (6.00 hours)	<b>- coaching</b> (3.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic teaching skills.
	<b>- mentoring</b> (3.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic teaching skills.
<b>10: Learning by course</b> (3.00 hours)	<b>- training</b> (1.50 hours.) <b>- workshop</b> (1.50 hours.)	The steps of the aesthetic teaching skills training activities are shown as follows: 1. Teaching by the lecturer, including: -Basic principles and concepts of aesthetic teaching skills. 2. Discuss and exchange questions about aesthetic teaching skills.

#### 4. Media for development

4.1 Worksheet

4.2 PowerPoint

4.3 Test

#### 5. Evaluation

5.1 Participation

5.2 Test

5.3 Changed behavior

### Module 3: Professional Aesthetic Skills

#### 1. Purpose

To enhance the professional aesthetic skills of teachers in higher vocational college in Anhui province.

#### 2. Content

Professional aesthetic skills refers to teachers should master an aesthetic skill, demonstrate their aesthetic skills, improve students' creativity with their creative ability, improve emotional communication skills with a certain aesthetic skill, and interpret the classical works in the language of art. Generally speaking, the

improvement of teachers' professional skills is closely related to the practice of subject teaching, and the experience of teachers' ability of "aesthetic education" also needs to be based on subject teaching and point to the improvement of subject teaching. The perceptual characteristics of aesthetic education activities, determines the educators in the aesthetic education practice must guide students to perceive beauty and experience emotion, not only to guide students to understand and master certain aesthetic knowledge and aesthetic skills, make its artistic creation of endogenous power and basic ability, actively into the aesthetic practice, in order to obtain aesthetic emotional experience to achieve aesthetic effect. The improvement of professional aesthetic skills of teachers is closely related to the subject teaching practice, and the teachers' ability experience in "aesthetic education" should also be based on subject teaching and point to the improvement of subject teaching. The perceptual characteristics of aesthetic education activity determines the educators in the aesthetic education practice must guide students to perceive beauty and experience emotion, not just to guide students to understand and master the specific aesthetic knowledge and skills, stimulate their artistic intrinsic motivation and basic ability, active in aesthetic practice, in order to obtain aesthetic emotional experience, realize the aesthetic effect. Furthermore, the cultivation of aesthetic skills in teachers is not only about the enhancement of individual artistic competence but also about fostering a classroom environment that encourages creative thinking and emotional intelligence. This environment should be one where students feel safe to express their interpretations and emotions, thereby deepening their understanding of the subject matter and the world around them. Teachers must also be adept at integrating various forms of art into their teaching, such as literature, music, and visual arts, to provide a well-rounded aesthetic experience. By doing so, they can help students develop a more holistic view of the subject and life itself, which is essential for nurturing well-rounded individuals in society.

In today's aesthetic education, students can usually master some aesthetic skills, understand the ideological content and artistic characteristics of art, and master the basic appreciation ability. However, due to the neglect of aesthetic characteristics and aesthetic laws, as well as the confusion of aesthetic appreciation and aesthetic appreciation, a more independent and positive aesthetic emotional atmosphere was

not formed. Therefore, in the practice of aesthetic education work, educators should innovation methods, actively promote high art into the campus, the construction of Chinese excellent traditional culture inheritance base and standardization of art performance mechanism, let students participate in aesthetic education practice, cultivate the original cultural art platform, to cultivate the spiritual beauty and era of new practice. Aesthetic education teaching should take activity as the center, aesthetic education course should be moderately into the activity course, guide students to participate in the subject and object interaction of aesthetic education teaching process, to adapt to the adolescent physical and mental development and growth law, help them dynamic experience, rational practice and perceptual cognition, in the teaching practice of aesthetic education stimulate aesthetic emotional experience and gain direct experience, the goal of aesthetic skills training directly led to the deepening of aesthetic emotion.

### 3. Principles and methods

The principles and methods for teachers to develop professional aesthetic skills are realized through Learning Model 70:20:10, including the following methods: 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop. See Table 23 for more details.

Table 23 Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of aesthetic teaching skills

Principles of competence of teacher development	Methods of competence of teacher development	Details of activities
<b>70: Learning by Experience</b> (21.00 hours)	<b>practice in workplace</b> (21.00 hours.)	Through work practice and learning, conducting performance review and self-improvement.
<b>20: Learning by others</b> (6.00 hours)	<b>- coaching</b> (3.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic teaching skills.
	<b>- mentoring</b> (3.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic teaching skills.

<b>10: Learning by course</b> (3.00 hours)	- <b>training</b> (1.50 hours.) - <b>workshop</b> (1.50 hours.)	The steps of the aesthetic teaching skills training activities are shown as follows: 1. Teaching by the lecturer, including: - Basic principles and concepts of aesthetic teaching skills. 2. Discuss and exchange questions about aesthetic teaching skills.
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#### 4. Media for development

- 4.1 Worksheet
- 4.2 PowerPoint
- 4.3 Test

#### 5. Evaluation

- 5.1 Participation
- 5.2 Test
- 5.3 Changed behavior

### Module 4: Activity Management

#### 1. Purpose

To enhance activity management competence of aesthetic teacher in higher vocational college in Anhui province.

#### 2. Content

Activity management means that teachers need to combine community activities with Course Ideology and Politics, with discipline construction, and with aesthetic education resources. In addition, teachers are able to provide students with professional guidance and lead students to penetrate into specific professional areas, with excellent language and communication skills. By establishing a community culture to enhance the cohesion of the community, we can optimize the division of labor, clarify the responsibilities of each department, keep up with the latest trend of the world and create innovative works. It is also essential for teachers to encourage students to participate in community service, fostering a sense of social responsibility and civic engagement. By involving students in community projects, they can apply theoretical knowledge to practical situations, thereby enhancing their problem-solving

abilities. Moreover, teachers should facilitate interdisciplinary collaborations, allowing students to explore connections between different fields of study and to develop a holistic understanding of complex issues. This approach not only enriches the educational experience but also prepares students for the multifaceted challenges of the future.

In order to ensure the effective management of student activities, the following five key factors must be taken into account: 1) Goal setting: Team members should establish clear and specific goals. Members should fully understand the goals of their community organization and define what they pursue. Members and club members can set small personal goals and big goals of the team, to achieve a win-win situation, give priority to achieve the big goals of the team, while taking into account the small personal goals. 2) Human resources: The goal is only a symbol, and its achievement depends on human actions. Therefore, in the process of achieving the goal, the amount of human resources should be reasonably allocated and controlled. 3) Team positioning: The university association should clarify its positioning in the organization, including personal positioning, responsibilities and obligations. Identify the roles of the members. 4) Authority distribution: the allocation of control and rights in team leaders, that is, the amount of control, will be affected by the stage of team development. It can be said that the more mature the team, the weaker the leader can influence the decisions or hint to other members, the limited control power of the team, and the decentralization of the team; the more mature the team, the more concentrated the power of the leader. 5) Action plan: To achieve the team's goals, a series of detailed implementation plans should be made. These plans should cover various aspects such as time arrangement, division of labor, resource allocation, and risk control. Each member should have a clear understanding of their tasks and responsibilities, and work together to ensure the smooth progress of the project. In addition, it is also necessary to establish an effective monitoring mechanism to track the implementation progress of the plan and adjust the plan in a timely manner to cope with unexpected situations. Only by fully considering these five key factors can we ensure the effective management of student activities and promote the healthy development of student organizations.

### 3. Principles and methods

The principles and methods for teachers to develop competence of activity management are realized through Learning Model 70:20:10, including the following methods: 1) practice in workplace 2) coaching 3) mentoring 4) training and 5) workshop. See Table 24 for more details.

Table 24 Professional competence of aesthetic teachers development by the Learning Model 70:20:10 and methods of activity management

Principles of competence of teacher development	Methods of competence of teacher development	Details of activities
<b>70: Learning by Experience</b> (21.00 hours)	<b>practice in workplace</b> (21.00 hours.)	Through work practice and learning, conducting performance review and self-improvement.
<b>20: Learning by others</b> (6.00 hours)	<b>- coaching</b> (3.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic teaching skills.
	<b>- mentoring</b> (3.00 hours.)	By individuals who possess knowledge, expertise, experience, and are connected to the development of aesthetic teaching skills.
<b>10: Learning by course</b> (3.00 hours)	<b>- training</b> (1.50 hours.) <b>- workshop</b> (1.50 hours.)	The steps of the aesthetic teaching skills training activities are shown as follows: 1. Teaching by the lecturer, including: -Basic principles and concepts of aesthetic teaching skills. 2. Discuss and exchange questions about aesthetic teaching skills.

### 4. Media for development

- 4.1 Worksheet
- 4.2 PowerPoint
- 4.3 Test

### 5. Evaluation

- 5.1 Participation
- 5.2 Test
- 5.3 Changed behavior

## 6. Implementation

In the use of program content to enhance competence of aesthetic teacher in higher vocational college in Anhui province, users need to learn and master the principle of details, development methods, auxiliary media use and show the development ability evaluation results, and according to the organization environment and the actual situation of development activities, auxiliary media and measurement and evaluation results.



## Appendix IV

### Research Tool Evaluation Form

Expert Index of Concordance Assessment Form(IOC)

(To check the quality of the questionnaire by checking content validity)

Illustration:

1. This evaluation form is designed to test the validity of the research questionnaire on program content to enhance competence of aesthetic teacher in higher vocational college in Anhui province.

2. Please tick "√" in the corresponding box according to the degree of consistency between the question and the term definition. The numerical values represent the following meanings:

+1 means that the question meets the definition of the term

0 means not sure whether the question meets the definition of the term

-1 means it is determined that the question does not meet the definition of the term

Item	Question	Opinion			Suggestion
		+1	0	-1	
1	You have knowledge about aesthetics.				
2	You have knowledge about aesthetics education.				
3	You have knowledge about the development history of aesthetics.				
4	You have knowledge about psychology, pedagogy.				
5	You have systematically mastered the knowledge of theoretical knowledge of teaching design.				
6	You have the knowledge about the curriculum and the textbook structure system.				
7	You have the knowledge about educational psychology knowledge.				

8	You have the ability of digital teaching.				
9	You have the ability to systematically design the course.				
10	You have the ability to organize and manage classroom teaching.				
11	You have the ability to communicate with students emotionally.				
12	You have the ability to teaching analysis and evaluation.				
13	You have master an aesthetic skill.				
14	You are able to fully demonstrate your aesthetic skills.				
15	You can improve students' creativity with your creative ability.				
16	You can improve emotional communication skills with a certain aesthetic skill.				
17	You can interpret the classical works in the language of art.				
18	You are able to combine community activities with Course Ideology and Politics.				
19	You are able to combine community activities with discipline construction.				
20	You are able to combine community activities with aesthetic education resources.				
21	You have the ability to give professional guidance to students, lead students into a certain professional field.				
22	You have good language skills and communication skills.				
23	You have the ability to establish community culture to enhance the cohesion of the community.				
24	You have the ability to refine the division of labor				

	of the aesthetic club, clearly implement the work responsibilities of each department.				
25	You have the ability to follow the latest trends world and create innovative works.				

**Conformity index (IOC), the content of the questionnaire**

Article	Experts					Together	IOC	Results of consideration
	1st person	2nd person	3rd person	4th person	5th person			
1	+1	+1	+1	+1	+1	5	1.00	consistent
2	+1	+1	+1	+1	+1	5	1.00	consistent
3	+1	+1	+1	+1	+1	5	1.00	consistent
4	+1	+1	+1	+1	+1	5	1.00	consistent
5	+1	+1	+1	+1	+1	5	1.00	consistent
6	+1	+1	+1	+1	+1	5	1.00	consistent
7	+1	+1	+1	+1	+1	5	1.00	consistent
8	+1	+1	+1	+1	+1	5	1.00	consistent
9	+1	+1	+1	+1	+1	5	1.00	consistent
10	+1	+1	+1	+1	+1	5	1.00	consistent
11	+1	+1	+1	+1	+1	5	1.00	consistent
12	+1	+1	+1	+1	+1	5	1.00	consistent
13	+1	+1	+1	+1	+1	5	1.00	consistent
14	+1	+1	+1	+1	+1	5	1.00	consistent
15	+1	+1	+1	+1	+1	5	1.00	consistent
16	+1	+1	+1	+1	+1	5	1.00	consistent
17	+1	+1	+1	+1	+1	5	1.00	consistent
18	+1	+1	+1	+1	+1	5	1.00	consistent
19	+1	+1	+1	+1	+1	5	1.00	consistent
20	+1	+1	+1	+1	+1	5	1.00	consistent

21	+1	+1	+1	+1	+1	5	1.00	consistent
22	+1	+1	+1	+1	+1	5	1.00	consistent
23	+1	+1	+1	+1	+1	5	1.00	consistent
24	+1	+1	+1	+1	+1	5	1.00	consistent
25	+1	+1	+1	+1	+1	5	1.00	consistent

### Confidence level of the existence query

Reliability statistics	
Cronbach's Alpha Coefficient	Number of items
0.86	25

It can be seen from the table, the confidence value of the existence questionnaire to be equal to 0.86.

### Confidence level of the desired state query

Reliability statistics	
Cronbach's Alpha Coefficient	Number of items
0.84	25

It can be seen from the table, the confidence value of the desired condition questionnaire to be equal to 0.84.

## Appendix V

### Letter Requesting Assistance



**FACULTY OF EDUCATION**  
**MAHASARAKHAM UNIVERSITY**

79/2 Muang, Maha Sarakham,  
44000, THAILAND  
Tel/fax +66 43 713 174  
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---

MHESI No. 0605.5 (2) / CL322

Date: January 21, 2025

**To: Prof. Zhou An,**  
vice president,  
Fuyang Vocational and Technical College Party Committee member

**Subject: Expert Invitation**

Our student, **Ms. Yi Zhao**, student ID **65010561035**, majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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Yours sincerely,

(Assoc. Prof. Chowwalit Chookhampaeng)  
Dean, Faculty of Education,  
Maharakham University



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44000, THAILAND  
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Email: da.edu@msuac.th

MHESI No. 0605.5 (2) / CL322

Date: January 21, 2025

**To: Assoc. Prof. Xu Chunting,**  
Deputy Secretary of the School of Physical Education,  
Fuyang Normal University

**Subject: Expert Invitation**

Our student, **Ms. Yi Zhao**, student ID **65010561035**, majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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Dean, Faculty of Education,  
Maharakham University



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MHESI No. 0605.5 (2) / CL322

Date: January 21, 2025

**To: Assoc. Prof. Sun Mengqing**  
Director, The Comprehensive Quality Teaching and Research Section of the Humanities  
and Art Education Center, North China University of Water Resources and Electric Power

**Subject: Expert Invitation**

Our student, Ms. Yi Zhao, student ID 65010561035, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province" under the supervision of Assoc. Prof. Suwat Julsuwan.

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Dean, Faculty of Education,  
Maharakham University



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MHESI No. 0605.5 (2) / CL322

Date: January 21, 2025

**To: Assoc. Prof. Wu Xia**  
Secretary of the Youth League General Branch of Art Education College,  
Fuyang Vocational and Technical College

**Subject: Expert Invitation**

Our student, **Ms. Yi Zhao**, student ID **65010561035**, majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled **"Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province"** under the supervision of Assoc. Prof. Suwat Julsuwan.

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(Assoc. Prof. Chowwalit Chookhampaeng)  
Dean, Faculty of Education,  
Mahasarakham University



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MHESI No. 0605.5 (2) / CL322

Date: January 21, 2025

**To: Assoc. Prof. Rong Yuanyuan**  
Director of the Practice Department of the Communist Youth League Committee,  
Fuyang Vocational and Technical College

**Subject: Expert Invitation**

Our student, Ms. Yi Zhao, student ID 65010561035, majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled **"Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province"** under the supervision of Assoc. Prof. Suwat Julsuwan.

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Yours sincerely,

(Assoc. Prof. Chowwalit Chookhampaeng)  
Dean, Faculty of Education,



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MHESRI No. 0605.5 (2) / CL322

Date: January 21, 2025

### Expert Reviewer Invitation

To: **Prof. Pan Hongfei**  
Art College of Fuyang Vocational and Technical College

Our student, **Ms. Yi Zhao**, student ID **65010561035**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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Dean, Faculty of Education,  
Mahasarakham University



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---

MHESRI No. 0605.5 (2) / CL322

Date: January 21, 2025

### Expert Reviewer Invitation

To: **Prof. Peng Zihua**  
Dean of the School of Music, Huaibei Normal University

Our student, **Ms. Yi Zhao**, student ID **65010561035**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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Yours sincerely,

(Assoc. Prof. Chowwalit Chookhampaeng)  
Dean, Faculty of Education,  
Mahasarakham University

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MHESRI No. 0605.5 (2) / CL322

Date: January 21, 2025

### Expert Reviewer Invitation

**To: Assoc. Prof. Bai Jing**  
Director of the Aesthetic Education Teaching and Research Section of Fuyang Preschool  
College

Our student, **Ms. Yi Zhao**, student ID **65010561035**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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(Assoc. Prof. Chowwalit Chookhampaeng)  
Dean, Faculty of Education,  
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---

MHESRI No. 0605.5 (2) / CL322

Date: January 21, 2025

### Expert Reviewer Invitation

**To: Prof. Fan Jing**  
School of Music, Aesthetic education teacher of Fuyang Normal University

Our student, **Ms. Yi Zhao**, student ID **65010561035**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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Dean, Faculty of Education,  
Maharakham University



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MHESRI No. 0605.5 (2) / CL322

Date: January 21, 2025

### Expert Reviewer Invitation

**To: Assoc. Dr. Prof. An Qi**  
Aesthetic education teacher of Huaibei Normal University

Our student, **Ms. Yi Zhao**, student ID **65010561035**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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(Assoc. Prof. Chowwalit Chookhampaeng)  
Dean, Faculty of Education,  
Maharakham University

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MHESRI No. 0605.5 (2) / CL322

Date: January 21, 2025

### Expert Reviewer Invitation

To: **Assoc. Prof. Chen Xuejian**  
Deputy director of Fuyang Vocational and Technical College Training Center

Our student, **Ms.Yi Zhao**, student ID **65010561035**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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Dean, Faculty of Education,  
Maharakham University



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MHESRI No. 0605.5 (2) / CL322

Date: January 21, 2025

### Expert Reviewer Invitation

**To: Assoc. Prof. Dr. Gao Yu**  
Associate Dean of the School of Arts, Fuyang Vocational and Technical College

Our student, **Ms. Yi Zhao**, student ID **65010561035**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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Dean, Faculty of Education,  
Maharakham University



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MHESRI No. 0605.5 (2) / CL322

Date: January 21, 2025

### Expert Reviewer Invitation

**To: Assoc. Prof. Liu Dong**  
Director of the Department of Humanities and Social Sciences, Huaibei Vocational and Technical College

Our student, **Ms. Yi Zhao**, student ID **65010561035**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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MHESRI No. 0605.5 (2) / CL322

**Expert Reviewer Invitation**

Date: January 21, 2025

**To: Prof. Wang Jian**  
Dean of the School of Continuing Education, Fuyang Normal University

Our student, **Ms. Yi Zhao**, student ID **65010561035**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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Yours sincerely,

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Dean, Faculty of Education,  
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MHESRI No. 0605.5 (2) / CL322

Date: January 21, 2025

**To: Prof. Zhang Qingyan**  
Director of the Education Department of Bozhou University

Our student, **Ms. Yi Zhao, student ID 65010561035**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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MHESRI No. 0605.5 (2) / CL322

Date: January 21, 2025

### Expert Reviewer Invitation

To: **Prof. Dr. Cheng Min**  
Dean of the School of Music, Fuyang Normal University

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MHESRI No. 0605.5 (2) / CL322

Date: January 21, 2025

### Expert Reviewer Invitation

To: **Prof. Wu Congrui**  
School of Fine Arts, Fuyang Normal University

Our student, **Ms. Yi Zhao**, student ID **65010561035**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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MHESRI No. 0605.5 (2) / CL322

Date: January 21, 2025

### Expert Reviewer Invitation

**To: Assoc. Prof. Gu Hongfei**  
Director of training Center of Fuyang Vocational and Technical College

Our student, **Ms. Yi Zhao, student ID 65010561035**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

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Mahasarakham University



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MHESRI No. 0605.5 (2) / CL322

Date: January 21, 2025

### Expert Reviewer Invitation

**To: Assoc. Prof. Wang Yuan**  
Aesthetic education teacher of Huaibei Normal University

Our student, **Ms. Yi Zhao**, student ID **65010561035**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Program to Enhance Competence of Aesthetic Teacher in Higher Vocational College in Anhui Province**" under the supervision of Assoc. Prof. Suwat Julsuwan.

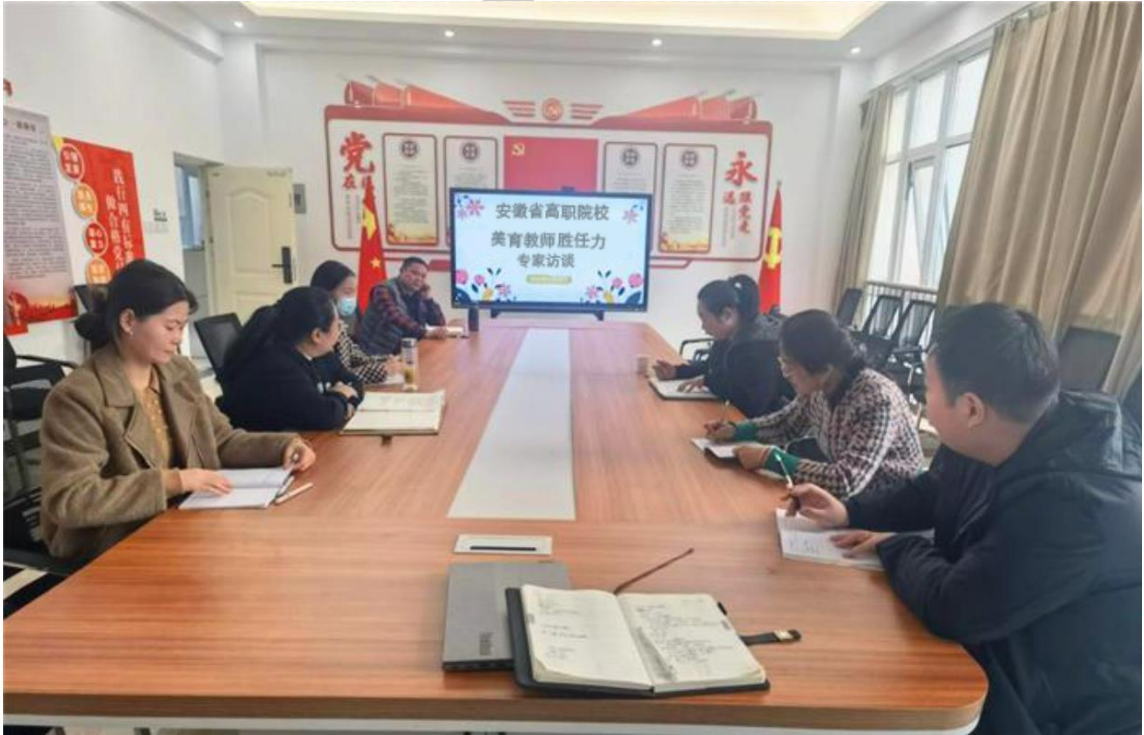
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Dean, Faculty of Education,  
Mahasarakham University

**Appendix VI**  
**Expert Interview Photographs**



Experts evaluate research tools and listen carefully to and record expert advice





Interviews on the competence of aesthetic teacher in higher vocational college in Anhui province



## BIOGRAPHY

<b>NAME</b>	Yi Zhao
<b>DATE OF BIRTH</b>	22 October 1990
<b>PLACE OF BIRTH</b>	Fuyang City, Anhui Province, China
<b>ADDRESS</b>	Fuyang City, Anhui Province, China
<b>POSITION</b>	Associate Professor
<b>PLACE OF WORK</b>	Fuyang Vocational and Technical College
<b>EDUCATION</b>	2011-2013 (B.S.) Anhui Agricultural University, School of Economics and Management, China 2013-2014 (M.A.) University of Leeds, Business School, UK 2022-2025 (Ed.D.) Faculty of Education at Mahasarakham University, Thailand

