

## Original Paper

# Research on the Integrated Education Mechanism of Ideological and Political Education and Aesthetic Education

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### **Abstract**

*Against the backdrop of the new requirements for the connotative development of ideological and political education in China, this paper explores the theoretical foundation, practical basis and mechanism construction of the integrated education of ideological and political education and aesthetic education. Taking the practice of the School of Culture and Communication of Central University of Finance and Economics as a research case, it systematically analyzes the integration path and practical effect. The study points out that aesthetic education and ideological and political education have inherent commonalities in goals, contents and methods, and their integration helps break the singularity of traditional ideological and political education and enhance the appeal and effectiveness of education. By constructing the integrated education mechanism of ideological and political education and aesthetic education and promoting the in-depth horizontal and vertical integration of the two, it not only helps improve students' ideological and political awareness and aesthetic accomplishment, but also provides a replicable and promotable practical paradigm for the integrated development of ideological and political education in colleges and universities at present.*

### **Keywords**

*Ideological and Political Education, Aesthetic Education, Integrated Education Mechanism*

## **1. Introduction**

Ideological and political education and aesthetic education are crucial components of China's educational system. Although they possess distinct educational dimensions, they are feasible in terms of curriculum integration, interconnected in activity design, and share commonalities in evaluation mechanisms. Ultimately, both aim to cultivate high-quality talents capable of shouldering significant

responsibilities (Qian & Duan, 2020). Therefore, under the policy guidance of ideological and political education, promoting the deep participation of aesthetic education in the construction of a new pattern of “comprehensive ideological and political education system”, integrating the aesthetic experience and emotional infiltration of aesthetic education into the entire process of ideological and political education, has become a beneficial and effective exploration direction for the innovative development of ideological and political education in universities in this era (Lin & He, 2024).

In recent years, with the continuous deepening of ideological and political education reform in universities and the ongoing optimization of the educational evaluation system, how to achieve the organic unity of “effective education,” “scientific evaluation,” and “student interest” has become an important research direction in the field of ideological and political education. Against this backdrop, leveraging the unique educational value of aesthetic education and promoting the deep integration of aesthetic education and ideological and political education have increasingly become the focus of academic and university educational practice. Given the particularities of finance and economics universities in terms of professional settings, discipline construction, and student training orientation, they face different challenges and requirements in implementing the integrated education of ideological and political education and aesthetic education compared to art colleges and universities. This paper first analyzes the practical basis for the integrated education of ideological and political education and aesthetic education from the perspectives of necessity, importance, and correlation; secondly, it constructs a systematic integrated education mechanism from three dimensions: top-level design, ideological and political element mining, and teaching method optimization; finally, taking the School of Culture and Communication at Central University of Finance and Economics as an example, it explores the organic integration path of the two forms of education, analyzes the practical application of aesthetic education in ideological and political education, and studies its role in cultivating students’ aesthetic consciousness and ideological and political literacy.

## **2. Practical Basis for the Integrated Education of Ideological and Political Education and Aesthetic Education**

Clarifying the practical basis for the integrated cultivation of ideological and political education and aesthetic education is the premise and foundation for solving the current practical challenges of their integration in universities and constructing a scientific collaborative cultivation mechanism. This practical basis is rooted in the realistic dilemmas of educational practice, the essential needs of educational value, and the inherent consistency of educational core. These three dimensions are interrelated and form a progressively structured framework, jointly constituting the practical logical system of the integrated cultivation of ideological and political education and aesthetic education.

### *2.1 Necessity: The Dilemma of Carrying out Simplified Ideological and Political Education Integrated with Aesthetic Education*

Based on the differences in school discipline construction, various universities exhibit diversity in the

methods adopted, the level of investment, and the effectiveness of education in implementing ideological and political education. Financial and economic universities demonstrate unique characteristics and styles in terms of discipline structure, aesthetic education curriculum design, student professional cognition, and campus characteristic culture construction. In view of this, implementing the “aesthetic education and ideological and political education” integrated education strategy not only requires exploring new educational paths that conform to the characteristics of the times but also necessitates constructing an educational model that is highly aligned with the educational philosophy. However, practical operations also face many challenges, which are specifically reflected in two dimensions.

From a macro perspective, the educational goal has shifted more towards comprehensive development, leading to the transformation from simplified, pure single-discipline education to interdisciplinary education. With the renewal of educational concepts, colleges and universities no longer only focus on the cultivation of students’ professional knowledge and skills, but pay more attention to their comprehensive development, including the improvement of aesthetic ability, humanistic accomplishment, innovative thinking and other aspects. This transformation requires ideological and political education to break out of the traditional framework and deeply integrate with other disciplines such as aesthetic education to jointly promote students’ comprehensive development. However, in practice, due to the relatively concentrated professional settings of financial and economic local colleges and universities and the obvious disciplinary barriers, how to break these barriers and realize the effective integration of aesthetic education and ideological and political education has become an urgent problem to be solved.

From a micro perspective, the particularity of aesthetic education itself is not completely consistent with the nature of ideological and political education, so it is not advisable to graft aesthetic education into ideological and political education in a simplified way. Aesthetic education focuses on cultivating students’ aesthetic ability and artistic accomplishment, and its teaching methods and contents are often highly artistic and creative, requiring a high degree of personal participation. Ideological and political education, on the other hand, focuses more on cultivating students’ political awareness and moral quality, with relatively serious and abstract teaching methods and contents. Simply grafting the contents and methods of aesthetic education into ideological and political education may lead to conflicts between the two and cause students’ confusion, and different students have different acceptance of aesthetic education and ideological and political education. How to balance the relationship between curriculum characteristics and improve students’ acceptance and participation has become a problem to be solved.

The professional settings and disciplinary characteristics of various colleges and universities exhibit uniqueness. In the process of integrating aesthetic education with ideological and political education, structural imbalances often arise, with a focus on professional courses in curriculum design, predominantly featuring professional courses supplemented by non-major courses. Aesthetic education

is often presented as public elective courses, merely serving as a supplement to courses and credits, without truly considering how it can be integrated with other professional courses. From the perspective of course supply, due to the lack of support and reference from other professional disciplinary systems, the current aesthetic education curriculum often exhibits characteristics of lacking external reference and self-contained loops, making it difficult to form a systematic and standardized curriculum system. From the perspective of course demand, general education courses with broad coverage and obvious homogenization are difficult to meet students' personalized development needs, and there are issues such as insufficient professional collaboration and lack of interdisciplinary linkage. The balance between majors and course structures is an urgent problem to be solved in constructing an aesthetic education curriculum system.

### *2.2 Importance: Positive Significance of the Organic Integration of Ideological and Political Education and Aesthetic Education*

Educating people through beauty to cultivate comprehensive developed students with both moral and aesthetic attainments. The integration of aesthetic education into moral education has injected new vitality into traditional ideological and political education and brought new development paths and practical directions for ideological and political education in colleges and universities. In addition to imparting theoretical knowledge and inculcating moral norms, infiltrating unique aesthetic and emotional experiences through aesthetic education enables students to imperceptibly cultivate ideological and political awareness in the process of appreciating and creating beauty. This educational method not only enriches the connotation of ideological and political education, but also makes it more close to students' real life and psychological needs, thereby improving the effectiveness, appeal and coverage of education, and is more conducive to promoting students' comprehensive development.

Cultivating people through beauty to foster interdisciplinary students with both talent and wisdom. By guiding students to discover and appreciate natural beauty, social beauty, artistic beauty and so on, aesthetic education stimulates students' subjective yearning and pursuit of beautiful things, and cultivates their aesthetic ability and the ability to create beautiful things. This pursuit of beauty can be transformed into an internal demand for noble moral qualities, thus prompting students to consciously pursue truth, goodness and beauty in daily life and form a positive life attitude and values. Aesthetic education can also cultivate students' aesthetic taste and creativity, enabling them to maintain the examination and thinking of "beauty" and the recognition and pursuit of "harmony" when facing the complex and changing social environment, and form a correct cognition.

Enlightening people through beauty to teach theoretical and practical students with both academic knowledge and practical skills. "Integrating education into art and promoting education through art", enlightening and guiding students with the beauty of art enables them to appreciate and pursue beauty, and reflect the value of beauty in study and life. Integrating aesthetic education and aesthetic practice into ideological and political courses cultivates talents with noble morality, good aesthetic accomplishment and comprehensive abilities, who have the ability to analyze and solve problems in

study and professional fields, and can play an important role in their long-term study and life in the future. The educational model of the organic integration of ideological and political education and aesthetic education not only meets the needs of students' personal comprehensive development, but also is an inevitable choice to adapt to the trend of social development.

### *2.3 Correlation: The Connotative Commonalities of Ideological and Political Education and Aesthetic Education*

The combination of ideological and political education and aesthetic education in educational practice reflects a profound understanding of the comprehensiveness and integration of education. Although these two educational methods have different focuses, they have in-depth commonalities in educational goals, contents and methods.

The commonality of educational goals is reflected in cultivating comprehensive developed talents and promoting the harmony between individuals and society. Both ideological and political education and aesthetic education are committed to cultivating comprehensive developed talents with noble morality, profound humanistic accomplishment and extensive interests. Ideological and political education focuses on shaping students' world outlook, outlook on life and values, while aesthetic education improves students' aesthetic ability and creativity through artistic edification. Through individual education, people's social communication ability is enhanced, which is reflected not only in better harmonious coexistence with others and society as a whole, but also in the understanding of macro and abstract concepts such as society, history, culture and values. Ideological and political education guides students to become useful citizens to society by imparting social norms and moral codes; aesthetic education stimulates students' love for life and sense of social responsibility through the experience of beauty.

The commonality of educational contents lies in the emphasis on spiritual inheritance and value guidance. Both ideological and political education and aesthetic education need to transmit spiritual and cultural contents through carriers. Ideological and political education inherits Chinese culture, national spirit and social values through the integration of multidisciplinary knowledge such as history, philosophy and politics; aesthetic education shows the crystallization of emotions and wisdom through literary and artistic works. Such cultural carriers and spiritual contents are often intertwined and overlapping. Through the way of "integrating education into art and promoting education through art", ideological and political contents can be presented in a beautiful form, and the beauty of literary and artistic works can be endowed with more depth and thinking.

The commonality of educational methods is reflected in two "unifications", that is, both explicit and implicit in expression, and both theoretical and practical in implementation. Explicit educational methods are the transmission of knowledge, such as classroom teaching and special lectures, enabling students to better understand a large number of systematic knowledge, while implicit educational methods, such as art appreciation and cultural experience, allow students to truly feel and experience knowledge. In the educational practice of ideological and political education and aesthetic education,

these two educational methods often permeate each other and jointly act on the growth process of students. Both ideological and political education and aesthetic education emphasize the combination of practical experience and theoretical learning. Through practical activities, students can have a deeper understanding of theoretical knowledge, together with improving their practical operation ability and problem-solving ability.

### **3. Construction of the Integrated Education Mechanism of Ideological and Political Education and Aesthetic Education**

The deep integration of aesthetic education and ideological and political education, and the construction of a scientific, systematic, and efficient collaborative education mechanism, has become an important path to enhance students' comprehensive literacy, implement the fundamental task of moral education, and promote the connotative development of higher education. By enhancing the ability to educate students, exploring ideological and political elements, and optimizing teaching methods, integrated education mechanism is constructed that combines vertical problem-oriented logic and horizontal refined operational paths. The operational logic and implementation requirements of each link of the mechanism are systematically analyzed, ultimately achieving comprehensive improvement of students' comprehensive literacy and overall optimization of the effectiveness of university education.

#### *3.1 Improving Educational Capacity: Focusing on Top-Level Design, Deepening the Concept of Aesthetic Education, and Constructing a New Pattern of Aesthetic Education and Ideological and Political Education*

The primary task in building a new integrated education model of ideological and political education and aesthetic education is to start from the top-level design and clarify the strategic positioning of their collaborative education. Universities should start from the two levels of national education policies and school development plans, regard aesthetic education and ideological and political education as complementary and mutually beneficial organic whole, incorporate them into the school's overall sports personnel system, and form a systematic and integrated education system. Specifically, institutional innovation needs to be promoted from four aspects: curriculum system, teacher resource team, resource allocation, and evaluation system.

In the construction of the curriculum system, breaking down traditional disciplinary barriers and promoting deep integration of interdisciplinary and cross-disciplinary courses. Universities should base themselves on their own disciplinary characteristics and educational positioning, and build a three in one integrated curriculum system of "ideological and political courses, aesthetic education courses and professional courses". In the construction of the teaching staff, we encourage interdisciplinary cooperation and joint teaching, and create a "composite" integrated education teaching staff. Universities should break down the disciplinary barriers between ideological and political education teachers, aesthetic education teachers, and professional teachers, establish interdisciplinary research

teams, regularly conduct interdisciplinary teaching seminars and experience exchanges, and promote knowledge complementarity and ability integration among teachers from different disciplines. In terms of resource allocation, emphasis should be placed on the collaborative investment of hardware and software, and the construction of an integrated education platform that links both inside and outside the school. Universities should increase resource investment in the integration of aesthetic education and ideological and political education. At the infrastructural level, they should improve the hardware facilities for aesthetic education teaching on campus, such as building art workshops, calligraphy and painting exhibition halls, multimedia teaching centers, etc., to provide hardware support for integrated teaching; At the institutional level, integrating cultural resources both inside and outside the school, establishing cooperative relationships with art museums, museums, red education bases, etc., building a joint education platform between inside and outside the school, while creating campus cultural brand activities, creating a strong atmosphere of integrating aesthetic education and ideological and political education, and allowing students to foster implicit value internalization in subtle ways. In the construction of the evaluation system, a multidimensional evaluation system covering knowledge mastery, aesthetic perception, innovative practice, moral sentiment, etc. should be constructed, which not only focuses on students' mastery of ideological and political theory and aesthetic knowledge, but also pays more attention to students' aesthetic ability, innovation ability, ideological and political literacy, and moral qualities demonstrated in practice. Furthermore, process evaluation is introduced to include students' classroom participation, practical activities, and work creation in the evaluation scope, achieving a comprehensive and objective evaluation of students and promoting the overall effectiveness of education.

### *3.2 Excavating Ideological and Political Elements: Delving into Cultural Connotation, Deepening the Educational Model, and Stimulating New Vitality of Practical Ideological and Political Education*

Excavating ideological and political elements is the core link of integrating ideological and aesthetic education in nurturing people. It requires fully permeating and reflecting the connotation of ideological and political education throughout the entire process of aesthetic education teaching and practice, integrating ideological and political guidance into various aspects of aesthetic education, and realizing the use of beauty to carry virtue, convey emotions, and nourish the heart. Colleges and universities should base themselves on excellent traditional Chinese culture, revolutionary culture, and advanced socialist culture, delve into cultural connotations and spiritual cores, extract these valuable cultural resources into practical content suitable for contemporary college students, and combine them with students' disciplinary characteristics and cognitive laws to deeply cultivate educational models, stimulate new vitality in practical ideological and political education, and let ideological and political elements take root in aesthetic education practice.

Based on cultural inheritance, we will delve into the spiritual connotations of excellent traditional Chinese culture and revolutionary culture. Universities should organize teachers to conduct in-depth research on patriotism, moral concepts, aesthetic wisdom in excellent traditional Chinese culture, as

well as the red spirit, struggle spirit, and dedication spirit in revolutionary culture. These spiritual connotations should be combined with aesthetic education teaching content to extract teaching materials that are both ideological and aesthetic, so that students can inherit the red genes and cultivate patriotism in the process of appreciating and creating beauty. Based on the characteristics of the discipline, we will deeply cultivate an integrated education model that conforms to the cognitive laws of students. Colleges and universities should design hierarchical and classified teaching modules based on students' disciplinary characteristics and cognitive laws, and organically integrate ideological and political education with aesthetic education activities. Furthermore, various teaching methods such as case teaching, scenario reproduction, and interactive experience are utilized to enhance the infectiousness and effectiveness of teaching, making ideological and political elements closer to students and easier to accept. Promote the integration of classroom theory and social practice, and stimulate students' practical ideological and political vitality. Colleges and universities should encourage students to apply the ideological and political knowledge and aesthetic skills learned in the classroom to social practice. Through practical activities such as artistic creation, cultural exchange, and social service, students should be stimulated to pay attention to social reality and the challenges of the times. Guide students to actively think and express their understanding of the future of the country, society, and nation in activities such as theme art creation, dissemination of red culture, and rural aesthetic education services, forming a positive interactive situation of classroom and extracurricular linkage, and campus and extracurricular collaboration.

### *3.3 Optimizing Teaching Methods: Carrying out Diverse Activities, Expanding Multi-Party Carriers, and Developing a New Realm of Innovative Ideological and Political Education*

Optimizing teaching methods is the key to the effective implementation of the integration of ideological and political education and aesthetic education. The core lies in achieving diversification of teaching forms and expanding and innovating teaching carriers, constructing an integrated teaching system that combines in class and out of class, online and offline, and theoretical practice, making the integration of ideological and political education and aesthetic education more vivid, lively, and efficient. Additionally, improving teaching evaluation and teacher training mechanisms, providing continuous support for integrated teaching, and exploring new horizons of innovative ideological and political education.

Carry out diverse forms of integrated practical activities, focusing on practical experience and interactive participation, closely integrating classroom teaching with extracurricular practice, such as organizing themed salons, art healing, calligraphy and painting creation, drama exhibitions, social practice, workshop experiences, etc. These activities can effectively stimulate students' aesthetic emotions, enhance their aesthetic practice ability, and subtly infiltrate ideological and political concepts, achieving the implicit value cultivation of aesthetic education and ideological and political education. Expand multiple teaching platforms and build a three-dimensional teaching system that links online and offline. In the information age, universities should make full use of digital resources, online

platforms, and virtual reality technology to broaden the carrier of “ideological and political education and aesthetic education” integrated education, and build a multimedia and three-dimensional teaching environment. At the institutional level, we will create an online integrated teaching platform and offer online courses that integrate ideological, political, and aesthetic education, allowing students to engage in self-directed learning anytime and anywhere; At the instructional level, extending traditional classrooms to cyberspace, laboratories, and social practice venues, utilizing technologies such as virtual reality and augmented reality to provide students with immersive aesthetic and ideological education experiences, achieving a deep integration of online and offline teaching, and enhancing the interest and effectiveness of teaching. Improve the diversified teaching evaluation mechanism and promote the achievement of the educational goal of “integrating knowledge and action”. Universities should introduce process evaluation and diversified evaluation mechanisms, paying more attention to students’ comprehensive performance in the process of integrated education. Strengthen teacher training and scientific research support to provide solid guarantees for innovative integrated teaching methods. Innovating the integrated teaching method of “ideological and political education and aesthetic education” requires continuous teacher training and scientific research support as guarantees. Universities should regularly organize on campus and off campus experts to conduct specialized training, experience exchange, and case studies on integrated teaching, in order to enhance teachers’ ability to design and practice integrated teaching. Moreover, a special research project on “integrating ideological and political education and aesthetic education” will be established to encourage teachers to conduct theoretical and practical research on integrated education, summarize successful models and practices of integrated teaching, and continuously explore integrated teaching methods that meet the requirements of the new era and fit the characteristics of students.

#### **4. Case Analysis of Educational Activities**

In the specific practice of integrating ideological and political education with aesthetic education, the School of Culture and Communication at Central University of Finance and Economics is based on the characteristics of financial and economic universities and the professional advantages of the college. It fully integrates cultural resources both inside and outside the school, constructs diversified educational scenarios, designs comprehensive educational paths that connect inside and outside the curriculum, theory and practice, individuals and collectives, and forms a systematic activity organization model and sustainable operation mechanism. It effectively achieves the deep integration of aesthetic education and ideological and political education, and achieves good educational results. This section will present practical cases of integrated education in the college from three levels: system construction, activity organization, and individual participation. It will deeply analyze the integration path and implementation measures, and summarize the practical experience that can be promoted and replicated. It will provide practical references for other universities, especially financial and economic universities, to promote the integration of “ideological and political education and aesthetic education” in education.

#### *4.1 System Construction: Building an All-Process Immersive Aesthetic Education System*

In terms of curriculum system construction, the college combines its own professional advantages to offer a series of general art courses, such as “Dream of the Red Chamber Lecture and Reading”, “Appreciation and Collection of Calligraphy and Painting”, “Creative Writing in Film and Television”, “Practice of Chinese Painting”, etc., deeply integrating excellent traditional Chinese culture, aesthetic knowledge, and ideological and political elements into classroom teaching, allowing students to systematically learn aesthetic knowledge, enhance aesthetic ability, and feel the charm of excellent traditional Chinese culture, cultivate patriotism and humanistic literacy. In academic and cultural construction, create a distinctive lecture platform and foster an immersive humanistic and ideological atmosphere. The college takes “Siwen Lecture Hall” and “Longma Cultural Forum” as its core activity platforms, regularly inviting literary and art experts and renowned scholars to give special lectures, creating a strong atmosphere of humanistic ideological and aesthetic education infiltration on campus. In terms of operational mechanism construction, the college relies on the three in one organizational structure of “General Education Research Office and Art Department and Student Club”, establishes a normalized communication and discussion mechanism, and does a good job in “regular discussions and regular communication”, effectively breaking down the barriers between the curriculum system, practical platform, and daily activities of aesthetic education.

#### *4.2 Activity Organization: Creating a Multi-Dimensional Carrier Combining Culture and Practice*

Centering on the organic integration of cultural practice and value guidance, the school has created a number of practical carriers with high demonstration and promotion value, covering different dimensions and having diverse values. The “Meicheng Workshop” project deeply integrates mental health education with art therapy, offering art experience courses such as calligraphy and pottery art, and guiding students’ self-cognition and self-growth through “art healing”, which reflects the subtle educational effect of aesthetic education as a traditional Chinese poem said “moistening things silently”; the “Huamei Market” integrates intangible cultural heritage and folk handicrafts, arousing students’ interest in the traditional art of the nation in the form of a market and stimulating cultural identity through experience.

In addition, activities such as calligraphy experience activities, Xushi Studio Art Workshop, and the clean government-themed calligraphy and painting exhibition combine socialist core values with traditional art forms, building a multi-dimensional and open value communication platform with progressive levels. These activities attach equal importance to “culture” and “practice”, which not only cultivate students’ aesthetic ability and practical ability, but also realize the emotional arousal and value guidance of ideological and political education in practice.

#### *4.3 Individual Participation: Realizing the Simultaneous Development of Art and Ideological Growth*

The school attaches great importance to students’ subjectivity and creativity in the integrated practice of “ideological and political education and aesthetic education”, and actively encourages students to transform their professional knowledge into practical actions for campus cultural construction and

social services. For example, projects such as the “Time Train” sculpture, the “Caibao’er” sculpture and the “Admission Notice of Central University of Finance and Economics” created by teachers and students of the Visual Communication Design major have become important visual symbols of the campus spiritual culture of the university; in the “Moving CUFU” publicity posters and the “Exhibition for the 70th Anniversary of the University’s Founding”, students express their profound understanding of the campus, the country and history through creative visual language, realizing the dual output of “artistic expression” and “patriotism”.

In addition, students majoring in calligraphy in the School of Culture and Communication extend artistic creation from the classroom to society through paths such as targeted poverty alleviation through calligraphy, art teaching support activities and rural wall painting practice, practicing the educational ideal of art serving the people and culture moistening the society in real life. A complete practical path of “creation - communication - service” has been formed, which improves students’ public awareness and social responsibility, and is a powerful embodiment of the “comprehensive ideological and political education system” taking root among young students.

#### *4.4 Experience Summary: Striving for Sustainable and Normalized Operation with Promotability and Expandability*

The aesthetic education practice of the school can play a strong exemplary and leading role not only because of the reasonable organizational structure and efficient resource integration, but also because of the normalization, long-term and sustainability of its development model, which can be summarized as a four “feasible” working method.

**Feasible Path:** Constructing a four-in-one model of “curriculum, activities, associations and projects”, breaking disciplinary barriers and realizing professional linkage, which provides an organizational paradigm for non-art colleges and universities; **Controllable Cost:** Effectively reducing the implementation threshold through a light-asset practice platform led by “creativity and organization” (such as markets, exhibitions and association activities), which is suitable for implementation at different levels; **Sustainable Mechanism:** The school has established a mechanism of “project-based operation, students’ independent participation, teachers’ guidance and support” to ensure the transition of activities from “intensive development” to “normalized operation” and promote the educational function to be embedded in daily campus life; **Evaluable Effect:** The effect of the project can be quantitatively analyzed through dimensions such as exhibition of works, student feedback and social influence, providing a basis for policy adjustment and model optimization.

The practice of the School of Culture and Communication provides a clear idea of integrating aesthetic education into the campus cultural environment, creating a “visible”, “participative” and “transmissible” carrier of ideological and political education, thereby stimulating students’ internal identity and realizing the transformation of ideological and political education from “tangible coverage” to “effective infiltration”.

## 5. Conclusions

In the context of the times, implementing the fundamental task of cultivating moral character and promoting the connotative development of ideological and political education in universities requires breaking down disciplinary barriers and achieving deep integration and collaborative education of different forms of education. The mechanism of integrating ideological and political education with aesthetic education proposed in this article highlights its educational value and practical significance in cultivating well-rounded talents. The integration of ideological and political education and aesthetic education is not a fixed model. Universities of different types and educational positioning should explore integrated education paths and models that are in line with their own disciplinary characteristics, educational resources, and student characteristics. In the future, universities should further strengthen the theoretical research and practical exploration of the integration of ideological and political education and aesthetic education, continuously improve the mechanism of integrated education, innovate the methods of integrated education, enrich the carriers of integrated education, promote the horizontal and vertical deep integration of aesthetic education and ideological and political education, provide solid guarantees for cultivating more new era talents with both moral and aesthetic qualities, intellectual and practical abilities, and inject new vitality into the high-quality development of higher education in the new era.

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