

## Original Research Article

**Research on the Application of Aesthetic Experience Theory in Innovation and Entrepreneurship Education for Vocational Undergraduate Students***Weixin Lin<sup>1</sup>, Yuancheng Chang<sup>2</sup>**1 Hainan Vocational University of Science and Technology, Haikou, Hainan, 571126, China**2 Dhurakij Pundit University, Bangkok, 10210, Thailand*

**Abstract:** Based on the theory of aesthetic experience, this article explores the specific application of this theory in the education of innovation and entrepreneurship abilities for vocational undergraduate students. I hope to further stimulate students' innovative thinking and entrepreneurial awareness through the multidimensional characteristics of perception, emotion, and innovation based on aesthetic experience. In teaching, teachers adhere to the design principles of an aesthetic experience education model that focuses on experience, feedback and reflection, and multi sensory participation. With the help of specific practical teaching cases, aesthetic experience theory can be integrated into it to further improve the level of innovation and entrepreneurship education for vocational undergraduate students.

**Keywords:** vocational undergraduate students; Aesthetic Experience Theory; innovation and entrepreneurship ability; education

**1. Introduction**

Nowadays, innovation and entrepreneurship ability has become one of the requirements for higher education students in modern society. Especially in vocational undergraduate education, cultivating students' innovation ability and entrepreneurial awareness has become one of the important contents of higher education. The traditional innovation and entrepreneurship education model neglects students' multi sensory participation and suppresses the stimulation of their innovative thinking. Therefore, this article introduces the theory of aesthetic experience to explore how to use multidimensional perception and emotional experience to construct a new model of innovation and entrepreneurship education for vocational undergraduate students.

**2. Overview of Aesthetic Experience Theory**

The theory of aesthetic experience originates from the field of aesthetics, and its core lies in emphasizing the integration of perception, experience, and emotion to stimulate deep resonance within individuals. The perception in aesthetic experience is not limited to the simple reception of visual and auditory perception, but covers the collaborative operation of multiple senses. The fusion of sensory information such as sight, hearing, and touch can promote individuals to establish a more three-dimensional and comprehensive cognitive landscape of the outside world. Emotions play a crucial role in the theory of aesthetic experience. Emotion is an active and dynamic internal activity that allows individuals to perceive beauty while resonating and drawing inspiration from it. The interaction between emotions and cognition can encourage individuals to think deeply based on their emotional experiences, and then generate new ideas through the joint drive of rationality and sensibility. Innovation and creativity are essential components of aesthetic experience. Individuals, while perceiving and experiencing beauty, can actively transform these perceptions into internal cognitive structures

and generate new ideas based on them. During this period, individuals need to constantly reflect on themselves and implement creative practices, surpassing existing cognitive frameworks and opening up new thinking paths. The multidimensional combination of perception, emotion, and innovation enables aesthetic experience to not only profoundly influence individuals' aesthetic judgments, but also stimulate their creativity in other fields. It is through this multi sensory experience that innovation and entrepreneurship education can effectively stimulate students' innovative consciousness.

### **3. The Application of Aesthetic Experience in Innovation and Entrepreneurship Education for Vocational Undergraduate Students**

#### **3.1. The Stimulation of Innovative Thinking**

In innovation and entrepreneurship education for vocational undergraduate students, teachers can use experiential teaching methods to set up simulated entrepreneurial scenarios and guide students to participate in actual projects, allowing students to experience the complexity of entrepreneurship in real entrepreneurial situations. This situation not only breaks down the cognitive barriers of traditional classrooms, but also allows students to deeply experience the emergence and development of innovative thinking in a dynamic experiential process. In situational learning, teachers need to combine teaching content with real-life entrepreneurial issues, set specific scenarios to guide students to experience and analyze rationally in a real business environment, cultivate students' keen innovation consciousness, promote students to transform theoretical knowledge into practical innovation practices, and flexibly apply them in complex environments. In addition, teachers in innovation and entrepreneurship courses should actively promote interdisciplinary integration and integrate aesthetic experiences into fields such as art, design, and technology. This can help students perceive from multiple perspectives and cultivate professional talents with more multidimensional thinking abilities. Teachers can use non-traditional entrepreneurial education elements such as art and design thinking to inspire students from different disciplinary perspectives and help them demonstrate diverse coping strategies when facing complex problems in entrepreneurship.

#### **3.2. The Shaping of Entrepreneurial Spirit**

Students can generate emotional resonance during the process of aesthetic experience, which can enhance their sensitivity to market demand. Students can gradually enhance their perception of the entrepreneurial process and deepen their understanding of emotional connections with the market and users through experiential teaching. In this form of interaction, students can gradually learn how to discover potential business opportunities through emotional resonance, ensuring accurate grasp of market trends and developing rational entrepreneurial strategies during the entrepreneurial process. Emotions can play a role in driving individuals forward in the process of innovation and entrepreneurship. The emotional experience in aesthetic experience can help students discover their intrinsic entrepreneurial motivation and also enable them to have stronger resilience when facing entrepreneurial pressure. This kind of emotional drive from the inside out can provide lasting support in students' entrepreneurial journey, helping them move forward in the face of setbacks and ultimately achieve higher entrepreneurial goals.

### **4. Design and Implementation of Aesthetic Experience Education Model**

In the education of innovation and entrepreneurship ability for vocational undergraduate students, the

education model based on aesthetic experience needs to focus on cultivating students' creativity and innovative thinking. Guide students to enhance their keen insight in entrepreneurship through deep experience and multidimensional perception. In order to achieve this goal, the aesthetic experience education model needs to follow certain principles in teaching design and pay attention to feedback in practical implementation, in order to continuously optimize innovation and entrepreneurship education.

#### **4.1. Experience Based Teaching Strategy**

When designing a teaching model for aesthetic experience, teachers must firmly grasp the teaching philosophy of experience as the core. Teachers can create rich experiential opportunities for students by setting up creative workshops, simulating entrepreneurial scenarios, and helping them experience the fun and challenges of entrepreneurship in practical situations. Students actively experiencing these activities can stimulate their potential creativity, learn to view problems from different perspectives, and find new solutions. For example, in a simulated entrepreneurial activity, a student created an innovative marketing platform using virtual reality technology. During the process, the student closely sensed market changes, constantly adjusted their entrepreneurial plan, and ultimately proposed a highly competitive solution in the market. This experiential teaching activity can allow students to personally experience the actual situation of entrepreneurship and stimulate their internal innovation ability at a deeper level.

#### **4.2. Feedback Teaching Design**

Feedback teaching design plays a very important role in the aesthetic experience education model. Teachers should be good at guiding students to reflect deeply after completing each experiential activity. During the process of reflection, students can help themselves clearly recognize areas where their innovation ability is lacking, and continuously revise their entrepreneurial thinking through feedback mechanisms. Teachers need timely feedback, communication, and discussion in both classroom and extracurricular entrepreneurial practices to help students clarify their thinking, deepen their understanding through experience, and gradually cultivate their reflective ability in complex problems. For example, in the course of creative product design, teachers organize students to provide feedback on each other's works. During the process of receiving criticism and rationalization suggestions, students discover their blind spots in thinking and ultimately propose more creative improvement plans, successfully completing the teaching task of creative product design.

#### **4.3. Multi Sensory Participation Teaching Method**

In the teaching of aesthetic experience, a single sensory experience is difficult to fully stimulate students' perceptual creativity. In the teaching of innovation and entrepreneurship, teachers should be good at integrating multi sensory stimuli such as visual, auditory, and tactile senses to design teaching and encourage students to perceive the problems in entrepreneurship from a broader perspective. In the classroom, teachers can design a course that combines visual arts and entrepreneurial thinking, allowing students to watch art works of different styles and gain inspiration from sensory stimulation, and try to apply the generated inspiration to practical entrepreneurial projects. For example, in a workshop that combines art and entrepreneurship, students can appreciate modern sculpture works while thinking about how to apply art forms to product design, taking this opportunity to cultivate students' interdisciplinary innovative thinking. By utilizing these multi sensory experiences in actual teaching, not only can students' perceptual abilities be strengthened, but also diverse

entrepreneurial plans can be stimulated through these rich sensory stimuli. Therefore, teachers need to carefully design teaching activities to continuously enhance students' core qualities of innovation and entrepreneurship through dynamic experiences, and achieve significant improvement in various abilities based on aesthetic experience.

## **5. Conclusion**

In summary, the theory of aesthetic experience provides a new approach for innovation and entrepreneurship education for vocational undergraduate students. The multidimensional combination of perception, emotion, and innovation can inspire students' creativity in aesthetic experiences and shape a resilient entrepreneurial spirit driven by emotional resonance. Experience based teaching strategies, multi sensory participation in design, and flexible feedback mechanisms can encourage students to grow through continuous reflection and practice, gradually enhancing their competitiveness in the process of innovation and entrepreneurship.

## **Funded Project**

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