Bibliometrics-based Study on Research Status and Trends of Domestic Aesthetic Education（2020-2024）

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ABSTRACT

This study employs bibliometric analysis, with the aid of VOSviewer and Citespace software, to systematically sort out 208 high-quality research literatures on aesthetic education published in domestic CSSCI and Peking University Core Journals from 2020 to 2024. It aims to explore the characteristics of the number of published papers, high-yield authors, core hotspots, clustered themes, and research frontiers in this field. The findings are as follows: The number of publications is significantly influenced by policies, showing an overall growth trend from 2020 to 2023, with a decline in 2024, and the total number of annual high-quality papers is relatively small. The group of high-yield authors is small, mainly engaging in independent research, and no core cooperative teams have been formed. The core research hotspots focus on the basic exploration of "aesthetic education", practical paths, and collaborative education ecosystem mechanisms. The thematic clustering presents an evolutionary logic from basic theory to practical application, from single discipline to interdisciplinary integration, and from partial implementation to ecological construction, but there are problems such as weak theoretical synergy and inaccurate practical paths. The research frontiers have deficiencies in the coverage of basic education, social aesthetic education, and the integration of "aesthetic education + technology". Based on this, future research needs to strengthen cross-subject cooperation, improve the integration of theory and practice, expand research fields, and promote technology integration to improve the aesthetic education research system.
KEYWORDS: Aesthetic Education; Bibliometrics; Research Hotspots; Cluster Analysis; Research Frontiers

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I. Introduction

With the advancement of society and the innovation of educational concepts, aesthetic education has increasingly gained strategic significance in the modern educational system and social development. Aesthetic education is not only a core approach to cultivating individuals' aesthetic perception, artistic creativity, and humanistic literacy but also a crucial cornerstone for promoting the "integration of five educations" (morality, intelligence, physical fitness, aesthetics, and labor) and achieving all-round human development. It holds profound significance for advancing the construction of social spiritual civilization and enhancing cultural confidence. [1]

Against this backdrop, the state attaches great importance to the development of aesthetic education and has successively issued a series of policy documents to provide strong support for its advancement. In 2015, the General Office of the State Council promulgated *Opinions on Comprehensively Strengthening and Improving School Aesthetic Education*, which explicitly emphasized the key role of aesthetic education in enhancing students' aesthetic level and humanistic literacy, and clarified the direction and pathways for the development of school aesthetic education. In 2020, the General Office of the Communist Party of China Central Committee and the General Office of the State Council jointly issued *Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era*, further strengthening the educational function of aesthetic education and integrating it into the talent cultivation process of schools at all levels and types. In 2022, the Ministry of Education issued the *Art Curriculum Standards for Compulsory Education* and the *Guidelines for Public Art Courses in Institutions of Higher Education*, expanding art courses from a single discipline to five art forms—music, fine arts, dance, drama, and film and television—and establishing a coherent aesthetic education curriculum system spanning preschool, primary, secondary, and higher education. In 2023, the Ministry of Education issued *Notice on Fully Implementing the School Aesthetic Education Infiltration Action*, proposing to empower school aesthetic education with digital technology, and developing high-quality digital educational resources for teaching, performances, exhibitions, and interactive experiences through the National Smart Education Public Service Platform and local platforms. [2]

Driven by these policies, public attention to aesthetic education has continued to rise, and domestic

research on aesthetic education has ushered in a period of vigorous development. Theoretical explorations and practical innovations are being deepened to provide a solid theoretical and practical foundation for constructing a high-quality aesthetic education system.

In terms of domestic research status, academic discussions on aesthetic education have formed a multi-dimensional and multi-level landscape. [3] At the theoretical level, scholars have focused on the essential connotations, value implications, and contemporary missions of aesthetic education, deeply analyzing its intrinsic connections with moral education, intellectual education, physical education, and labor education, thereby providing theoretical support for promoting the "integration of five educations." At the practical level, schools at all levels and types have actively responded to policy calls, advancing the implementation of aesthetic education through curriculum reforms, activity innovations, and resource integration. However, amid the vigorous development of aesthetic education research, some issues remain to be addressed. In terms of research content, existing achievements have mostly focused on practical aspects such as curriculum design and teaching methods, while discussions on in-depth issues—such as aesthetic education evaluation systems, balanced development of regional aesthetic education, and guarantees for aesthetic education for special groups—are relatively insufficient. In terms of research methods, qualitative research dominates, while the application of quantitative and mixed methods remains limited, resulting in a lack of data support and empirical verification for some research conclusions. [4]

Against this backdrop, conducting a systematic review of domestic research on aesthetic education using bibliometric analysis holds significant academic value. As a method rooted in mathematics and statistics, bibliometrics can objectively present the developmental context, hotspots, frontiers, and potential trends within a research field, thereby addressing the limitation of strong subjectivity in traditional qualitative research. Through statistical and visual analysis of indicators such as the number of publications, core authors, high-frequency keywords, and highly cited documents in domestic aesthetic education research literature, it is possible to clearly identify the distribution of research forces, key focuses, and academic influence pathways in this field, providing directional guidance for subsequent studies. Meanwhile, by leveraging bibliometric tools to explore the weak links and blank areas in research, targeted references can be offered to policymakers and educational practitioners, facilitating the construction of a more scientific and comprehensive Chinese aesthetic education system.

II. Research Questions

This paper attempts to address the following questions:

1) What characteristics are presented in the number of publications in high-quality research on aesthetic education in China?

2) Who are the productive authors of high-quality articles in the field of aesthetic education?

3) What are the core hotspots and clustered research themes in high-quality aesthetic education studies?

4) What research frontiers are emerging in high-quality aesthetic education research?

2.1 Research Methods and Data Sources

2.1.1 Research Methods

This study adopts bibliometric analysis, using VOSviewer and Citespace software to conduct an in-depth analysis of literature on aesthetic education published in CSSCI and Peking University Core Journals over the past five years. The aim is to systematically sort out the current status of aesthetic education research in China and accurately identify its developmental direction. As a quantitative research method based on mathematics and statistics, bibliometric analysis takes the literature system and bibliometric characteristics as its research objects. By quantitatively analyzing the external and content features of literature, it reveals the developmental trends and inherent laws of a research field. [5]

In terms of analyzing external literature features, the focus is on dimensions such as the number of publications, authors, and institutions. Statistics on the number of publications can directly reflect the changes in research hotspot of aesthetic education across different years, helping to identify the phased developmental trends in this field. Analysis of authors and institutions helps identify core author groups and high-output research institutions, uncover academic leaders and key research forces, and clarify the distribution pattern of academic strengths.

In terms of content feature analysis, emphasis is placed on quantifying elements such as keywords and themes. As a concise expression of the core content of literature, keywords, through the analysis of their frequency and co-occurrence relationships, can sort out the hot topics in the research field and the degree of correlation between them. Thematic analysis can reveal the structure and evolution of research content at a deeper level, thereby identifying current key research areas and potential gaps, and providing directional guidance for subsequent studies.

Through the powerful visualization functions of VOSviewer and Citespace, the results of the above quantitative analyses are presented in the form of knowledge maps, making information such as the developmental context, hotspot distribution, and frontier trends of aesthetic education research more intuitive and clear. This

provides strong support for a comprehensive and in-depth understanding of the current status of domestic aesthetic education research.

2.1.2 Data Sources

The data for this study are derived from the Peking University Core and CSSCI databases within the China National Knowledge Infrastructure (CNKI). As high-quality academic databases in China, the Peking University Core and CSSCI databases ensure the reliability of the data.

In terms of retrieval strategies, the time range is set to the past five years (2020–2024) to ensure the timeliness of the research data. The selection of retrieval terms comprehensively considers the core concepts in the field of aesthetic education, with "aesthetic education" chosen as the core retrieval term.

After retrieval, strict data cleaning was performed on the obtained literature. First, duplicate documents were removed using CNKI's built-in deduplication function. Subsequently, the literature was manually screened one by one to eliminate invalid documents irrelevant to the research theme of aesthetic education. Through this rigorous data cleaning process, a total of 208 documents were finally included in the study. These documents serve as the core data for subsequent bibliometric analysis, aiming to explore the current status and developmental direction of domestic aesthetic education research.

III. Overall Situation of Domestic Aesthetic Education Research

3.1 Publication Volume

A statistical analysis of the annual publication volume was conducted on the total 208 documents, and the results are as follows:

Table 1. Publication Volume

Serial Number	Year	Number of Publications
1	2020	30
2	2021	45
3	2022	54
4	2023	55
5	2024	24

Based on Table 1 above, it can be observed that the number of publications on aesthetic education research showed a distinct trend of change between 2020 and 2024, which is closely related to the promotion and implementation of China's aesthetic education policies.[6] In October 2020, the General Office of the Communist Party of China Central Committee and the General Office of the State Council issued *Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era*. The introduction of this policy pointed out the direction for the development of aesthetic education and triggered extensive attention and in-depth research in academic circles, resulting in 30 publications in 2020.

The driving effect of the policy continued to be evident in the following years: the number of publications increased to 45 in 2021, further rose to 54 in 2022, and remained at a high level of 55 in 2023. This indicates that with the gradual implementation and deepening of aesthetic education policies, educational administrative departments at all levels, schools, and educators responded actively. Practical explorations and theoretical studies on aesthetic education continued to increase, and a large number of new experiences, achievements, and reflections were presented through academic papers and other forms. For example, various regions made numerous attempts in strengthening the construction of aesthetic education teacher teams, optimizing aesthetic education curriculum settings, innovating aesthetic education teaching methods, and improving aesthetic education teaching quality. These practices provided rich materials for research, thereby promoting the growth in the number of publications.

However, in 2024, the number of publications decreased significantly to only 24. This phenomenon may be attributed to multiple reasons. On one hand, after several years of intensive research and practice, some relatively easily solvable problems and exploitable research points have been fully explored. Subsequent studies need to find new perspectives and breakthroughs, which has increased the difficulty of research and led to a decrease in the number of publications. On the other hand, the implementation of policies has entered a relatively stable stage, and some researchers may have shifted their focus or are accumulating new research materials to prepare for more in-depth studies in the future.

In general, the annual number of high-quality papers on aesthetic education research is relatively small

and is significantly influenced by aesthetic education policies. The changes in the number of publications, to a certain extent, reflect the phased characteristics and challenges faced in the process of promoting aesthetic education policies.

3.2 Distribution of Journal Sources

A statistical analysis was conducted on the source journals of the 208 articles, covering a total of 93 journals. Among them, journals with more than 3 publications are listed as follows:

Table 2. Distribution of Journal Sources

Serial Number	Journal Name	Number of Publications
1	*Reference for Middle School Political Teaching*	19
2	*Journal of The Chinese Society of Education*	17
3	*Sichuan Drama*	10
4	*Science and Technology Management Research*	6
5	*Art Research*	6
6	*Packaging Engineering*	5
7	*Literary Contention*	5
8	*China Higher Education*	5
9	*Theory and Practice of Education*	4
10	*Journal of Shanxi University of Finance and Economics*	4
11	*School Party Building and Ideological Education*	4
12	*Chinese Language Construction*	4
13	*Chinese University Science and Technology*	4
14	*Primary and Secondary School Management*	4

Based on Table 2 above, the following observations can be made: First, in aesthetic education research, educational journals dominate as the core carrier. Journals such as *Journal of The Chinese Society of Education* and *Reference for Middle School Political Teaching* cover multiple dimensions including comprehensive education, subject-specific education, and higher education, focusing on topics like aesthetic education policies, curriculum design, and interdisciplinary integration. The total number of publications in these journals amounts to approximately 53, accounting for over 60% of the publications listed in the table. This fully reflects the close connection between aesthetic education research and educational practice, with particular concentration on explorations in basic education and subject-specific education.

Second, art journals serve as an important supplement. Journals such as *Sichuan Drama* and *Art Research* focus on aesthetic education practices in different artistic fields, while *Literary Contention* explores the connotations of aesthetic education from a theoretical perspective. With approximately 26 publications, these journals provide professional practical support for aesthetic education research.

Finally, a small number of comprehensive social science journals, such as *Journal of Shanxi University of Finance and Economics* and *Science and Technology Management Research*, have 14 publications, involving intersections between economics, technology, and aesthetic education. This demonstrates the interdisciplinary perspective of "comprehensive aesthetic education."

Overall, aesthetic education research is notably practice-oriented, closely integrated with the fields of education and art, yet exhibits a certain degree of imbalance across domains. It also responds to policy orientations such as "incorporating aesthetic education into the senior high school entrance examination" and shows a trend of interdisciplinary expansion.

3.3 Author Analysis

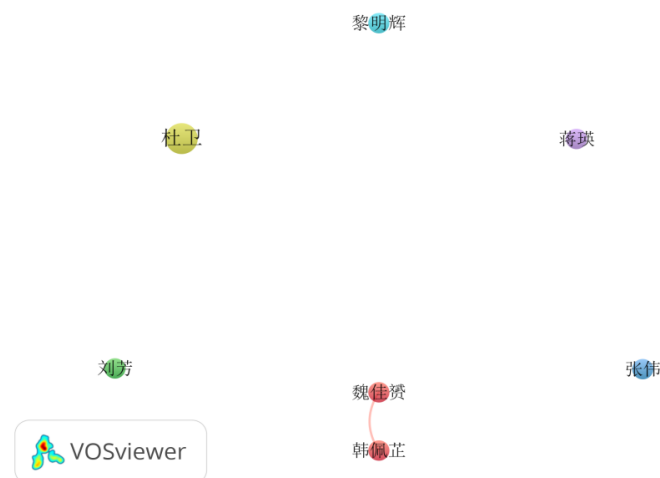The 208 documents involve a total of 276 authors, among whom 7 have published more than 1 article.

Figure 1. Productive Authors and Their Collaboration Network

The 7 authors in the field of aesthetic education research listed in Figure 1 are divided into 6 clusters. Among them, only Cluster 1 includes two authors, Han Peizhi and Wei Jiayun, with a collaboration intensity of 2, indicating a certain degree of cooperation. The remaining clusters each contain 1 author with a collaboration intensity of 0, indicating that independent research is the main approach. In terms of the number of publications, Du Wei has 3 articles, and the others have 2 articles each. Although the overall gap is small, the total output is low, and no large-scale collaborative teams or high-yield core authors have been formed. The research network thus presents the characteristics of "small clusters and multiple independent researchers."
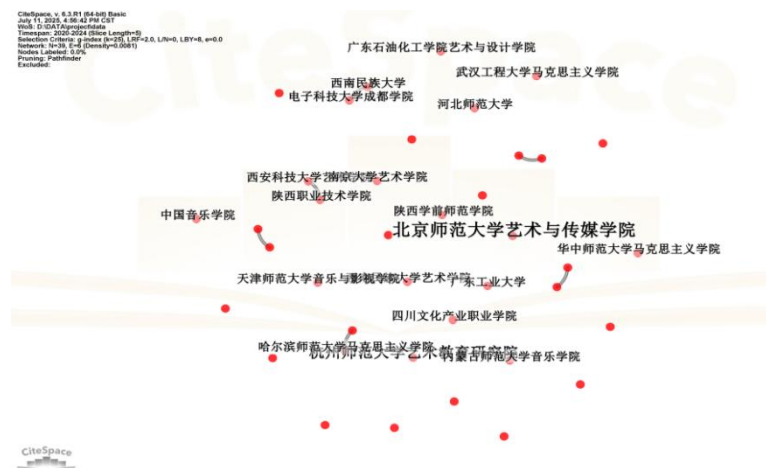
3.4 Institutional Collaboration Network

Figure 2. Institutional Collaboration Network

As revealed by figure 2, the distribution of institutions features relatively prominent nodes such as the School of Arts and Media at Beijing Normal University. Some institutions (e.g., China Conservatory of Music and its associated institutions, the School of Arts and Media at Beijing Normal University and some surrounding institutions) have formed partial collaborative connections through connecting lines, but the overall network density is low, with most institutions remaining isolated or in weak connections.

This reflects significant issues in institutional collaboration regarding publications in current aesthetic education-related research: the collaboration network is fragmented, lacking in-depth and extensive cross-regional and cross-institutional collaboration across different types of colleges and universities; there is insufficient core leadership—although a few leading institutions have emerged, they have not formed collaborative hubs with strong radiating power capable of integrating multi-party resources, making it difficult to promote the systematic development of aesthetic education research in terms of theoretical mutual learning and practical collaboration.

Moreover, isolated institutions may face restricted information and resource circulation, leading to research duplication and lagging innovation, which is unfavorable for building a collaborative and progressive academic research ecosystem for aesthetic education.

When the citation threshold is set to 2, the collaboration relationships among institutions, along with their names and citation counts, are as follows:

Table 3. Citation Count

Serial Number	Node Name	Citation Count
1	School of Arts and Media, Beijing Normal University	4
2	China Conservatory of Music	2
3	School of Arts, Xi'an University of Science and Technology	2
4	School of Arts, Southwest Minzu University	2
5	Shaanxi Vocational and Technical College	2
6	Institute of Art Education, Hangzhou Normal University	2
7	School of Marxism, Central China Normal University	2
8	School of Arts, Nanjing University	2
9	School of Music, Inner Mongolia Normal University	2
10	School of Art and Design, Guangdong University of Petrochemical Technology	2

From Table 3 above, it can be observed that over the five years from 2020 to 2024, the number of citations among the institutions publishing these articles is very low. This indicates that collaboration between institutions is relatively fragmented, with no formation of a cooperative center, and the overall intensity of collaboration is extremely weak. Additionally, the citation frequency among the literatures is generally low. This reflects that various institutions have significant differences in their research directions in the field of aesthetic education, and no obviously consistent research orientation has been formed among them.

IV. Analysis of Research Hotspots in Domestic Aesthetic Education

4.1 Extraction and Analysis of High-Frequency Keywords

High-frequency keywords are the core carriers of literature themes, reflecting the focus of academic attention in a field within a specific period. [7] In this study, high-frequency keywords in the 208 included articles were extracted and statistically analyzed using bibliometric tools, aiming to identify the core research topics and key concerns in domestic aesthetic education studies (2020–2024). The analysis process involves calculating keyword occurrence frequencies, screening out terms with high repetition rates, and further exploring their semantic associations and thematic clustering, thereby revealing the main research directions and hotspots in the field.
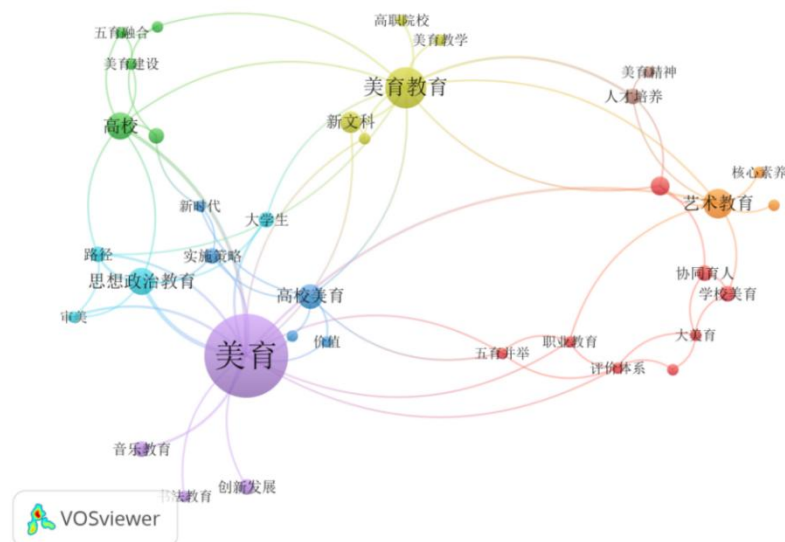

Figure 3. Keyword Network

Table 4. High-Frequency Keywords (TOP 20)

Serial Number	Keyword	Centrality	Frequency
1	Aesthetic Education	17	39
2	Aesthetic Education Practice	12	13
3	Art Education	8	8
4	Ideological and Political Education	6	7
5	Colleges and Universities	7	7
6	College Aesthetic Education	6	6
7	New Liberal Arts	3	5
8	Educational Drama	4	4
9	Talent Cultivation	4	3
10	Innovative Development	1	3
11	Collaborative Education	3	3
12	College Students	3	3
13	School Aesthetic Education	3	3
14	Implementation Strategies	4	3
15	Aesthetic Education Curriculum	3	3
16	Path	5	3
17	Music Education	1	3
18	Calligraphy Education	1	2
19	Five Educations in Parallel	4	2
20	Integration of Five Educations	3	2

4.2 Keyword Clustering Analysis

Keyword clustering analysis reveals the intrinsic thematic structure of research hotspots by aggregating semantically related keywords, reflecting the core research domains and their internal connections in domestic aesthetic education studies. Based on the clustering results of high-frequency keywords, the research hotspots in domestic aesthetic education (2020–2024) can be categorized into 5 main clusters, with their core themes and characteristics analyzed as follows:
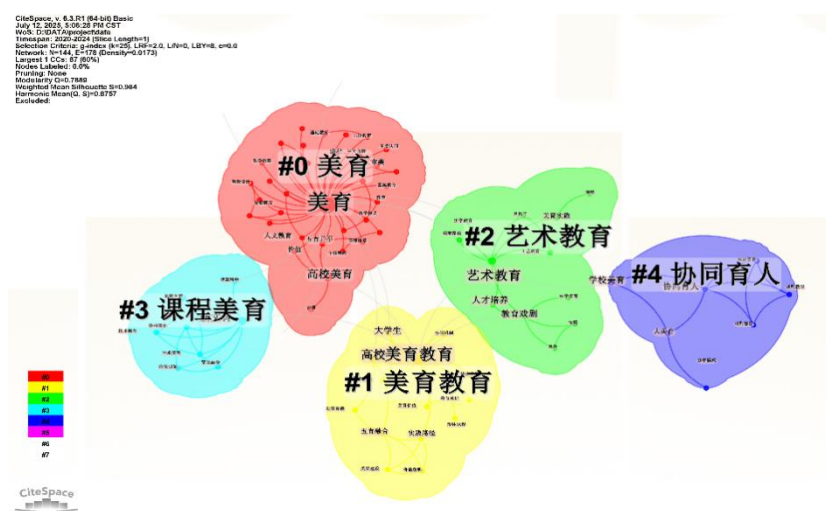

Figure 4. Keyword cluster

Figure 4 intuitively presents the core clustering of domestic aesthetic education research. #0 "Aesthetic Education" serves as the core cluster, radiating to "College Aesthetic Education", "Innovative Development", etc., highlighting its role as a research cornerstone and the direction for diverse expansion; #1 "Aesthetic Education Practice" focuses on practices in fields such as colleges and universities, associated with "New Liberal Arts", etc., reflecting educational exploration under interdisciplinary integration; #2 "Art Education" and #3 "Curriculum - based Aesthetic Education" respectively construct the implementation paths of aesthetic education from the

dimensions of art carriers and curriculum construction; #4 "Collaborative Education" focuses on multi- party cooperation mechanisms, embodying the appeal for constructing an aesthetic education ecosystem. Overall, the clustering revolves around the ontology of aesthetic education, unfolding hierarchically from educational practice, implementation paths to ecological coordination. It presents a research pattern with aesthetic education as the core, promoted collaboratively in multiple dimensions and by multiple subjects, and also reflects the response of aesthetic education research to the educational demands of the era.

The keyword clustering also reflects three aspects of research hotspots: First, with "Aesthetic Education" as the core, exploring its practices and innovative development in scenarios such as colleges and universities, which is the basic and core exploration direction of aesthetic education research. Second, research on practical paths. "Aesthetic Education Practice" is associated with colleges and universities, New Liberal Arts, etc., exploring the implementation of aesthetic education under interdisciplinary integration; "Art Education" takes art as a carrier, and "Curriculum - based Aesthetic Education" starts from curriculum construction, constructing different paths for the implementation of aesthetic education. Finally, it is the exploration of the collaborative education ecosystem mechanism: "Collaborative Education" focuses on multi-party cooperation, embodying the appeal for constructing an aesthetic education ecosystem and gathering educational synergy, and exploring the mechanism for promoting aesthetic education through cross - subject collaboration.
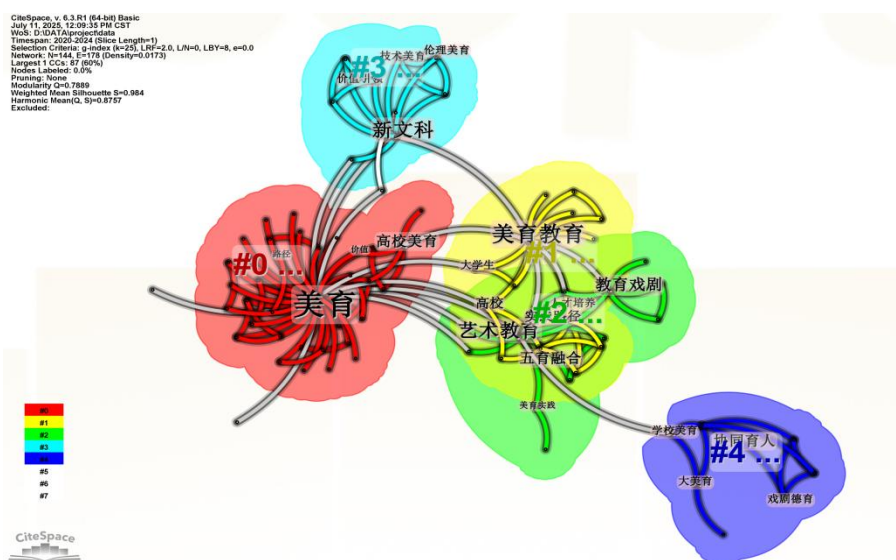
4.3 Research Theme Clustering Analysis

Figure 5. Research Theme Cluster

Analyzing figure 5, it can be seen that it has constructed a multi-dimensional and cross-integrated research system: Cluster #0 takes "aesthetic education" as the core, radiating to related themes such as "college aesthetic education", anchoring the exploration of paths and values for the implementation of aesthetic education in the college field, and forming a basic research framework; Cluster #1 focuses on "art education", relating to "talent cultivation" and "practical paths", highlighting the practical dimension of the coordination between aesthetic education and art education to empower talent cultivation; Cluster #2 incorporates "educational drama" and "integration of five educations", exploring the cross-border integration of aesthetic education with other educational forms, expanding the carriers for implementing aesthetic education and the boundaries of educating people; Cluster #3 relies on "new liberal arts", relating to "value guidance" and "ethical aesthetic education", reflecting the value reshaping and theoretical innovation of aesthetic education from the perspective of interdisciplinary integration; Cluster #4 centers around "grand aesthetic education", relating to "collaborative education", constructing a collaborative mechanism for school aesthetic education, drama-based moral education, etc., responding to the needs for the ecological and systematic development of aesthetic education. Overall, the distribution of clusters presents an academic evolution logic from basic theory (#0) to practical application (#1, #2), from a single discipline (#0) to cross-integration (#3), and from partial implementation (#0 - #2) to ecological construction (#4). It reflects the exploration depth of current aesthetic education research in multiple fields, interdisciplinary coordination, and the shaping of an educational ecosystem, providing a knowledge association map and research direction guidance for the improvement of aesthetic education theory and practical innovation.

However, there are significant shortcomings in the clustering of these aesthetic education research themes: Although the various clusters present multiple dimensions, the theoretical synergy is weak. For example, there is

a lack of in-depth theoretical interconnection between basic aesthetic education and clusters such as new liberal arts and grand aesthetic education; The focus on practical paths remains at the level of conceptual association. For instance, clusters like art education and educational drama have not formed precise and operable practical models and evaluation systems. There are blind spots in covering fields such as basic education and social aesthetic education, and the research dimension of the integration of "aesthetic education + technology" in the context of the digital wave is neglected. Overall, it shows defects such as insufficient theoretical integration, lack of practical depth, incomplete field coverage, and lag in technology empowerment. Improvements are needed in cross-cluster integration, refinement of practical models, expansion of fields, and integration of technology to perfect the aesthetic education research system.

V. Conclusion

This study employs bibliometric analysis, with the aid of VOSviewer and Citespace software, to systematically sort out 208 research literatures on aesthetic education published in domestic CSSCI and Peking University Core Journals from 2020 to 2024. It aims to explore the characteristics of the number of published papers, high-yield authors, core hotspots, clustered themes and research frontiers in the field of high-quality research on aesthetic education in China, and draws the following conclusions:

Firstly, in terms of the characteristics of the number of published papers, the number of publications on aesthetic education research from 2020 to 2024 is significantly affected by policies. In 2020, due to the introduction of relevant policies, the number of published papers reached 30. In the following years, it continued to grow under the promotion of policies, reaching a high of 55 in 2023, but dropped significantly to 24 in 2024. On the whole, the number of high-quality papers published annually is relatively small, and the changes in the number of published papers reflect the phased characteristics and challenges in the promotion of aesthetic education policies.

Secondly, in terms of high-yield authors, the 208 literatures involve 276 authors, and only 7 of them have published more than 1 paper. Among them, Du Wei has 3 papers, and the other 6 have 2 papers each. These authors are divided into 6 clusters, with only 1 cluster including certain cooperation, and the rest mainly engage in independent research with no cooperation. No large-scale cooperative teams or high-yield core authors have been formed, and the research network presents the characteristics of "small clusters and many independents".

Thirdly, regarding core hotspots and research clustered themes, through the analysis of keyword and research theme clustering, it can be seen that the core hotspots mainly include the basic and core exploration with "aesthetic education" as the core, research on various practical paths, and exploration of collaborative education ecosystem mechanisms. The research themes form a multi-dimensional and cross-integrated system, covering the implementation of aesthetic education in colleges and universities, art education and talent cultivation, cross-border integration of aesthetic education with other educational forms, etc. It presents an academic evolution logic from basic theory to practical application, from single discipline to cross-integration, and from partial implementation to ecological construction. However, there are also shortcomings such as weak theoretical synergy and inaccurate practical paths.

Fourthly, in terms of research frontiers, although current aesthetic education research has made explorations in multiple fields, interdisciplinary collaboration and the shaping of educational ecology, it is insufficient in covering fields such as basic education and social aesthetic education, and lacks attention to the integration of "aesthetic education + technology". In-depth research in these aspects is needed in the future.

In general, domestic research on aesthetic education has made certain progress under the promotion of policies, but there are still many deficiencies. Future research can strengthen cross-regional and cross-institutional cooperation, improve the theoretical integration and practical depth of research, expand research fields, and pay attention to the integration of technology and aesthetic education, so as to improve the aesthetic education research system and better serve the development and practice of aesthetic education. Future research on aesthetic education needs to strengthen cross-cluster theoretical integration and build a mechanism for the integration of basic theories and multiple scenarios.[8] Therefore, it is necessary to strengthen the collaboration between authors and institutions, cultivate high-yield core teams, build cooperative hubs across regions and types of institutions, promote aesthetic education research from fragmentation to systematization, provide more solid theoretical and practical support for building a high-quality aesthetic education system, and help students comprehensively develop their aesthetic literacy and comprehensive abilities.

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