

ASSESSING THE AESTHETIC CREATIVE CAPACITY OF STUDENTS IN LEARNING PROJECTS AT HCMC UNIVERSITY OF TECHNOLOGY AND EDUCATION

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The development and expansion of exchange and integration relations in all fields, such as the economy, culture, science, and education, have had a significant impact on the value system of society, particularly on aesthetic values. Given this situation, the Document of the 9th Conference of the Central Committee of the 11th term affirmed the urgent need to build, preserve, and promote a good value system of aesthetic tastes in the process of constructing Vietnamese people to develop comprehensively and a new advanced culture imbued with national identity. Studying the changes in the value system of Vietnamese culture through the study of art, aesthetic tastes, and aesthetic education has both theoretical and practical significance. This article evaluates the current state of students' aesthetic creativity through learning projects at HCMC University of Technology and Education.

Keywords: *Creative ability; Aesthetic values; Learning projects; HCMC University of Technology and Education.*

1. Introduction

Higher education is the formation of a comprehensive human resource that can meet the future development requirements of the society. Education at the university level not only focuses on professional expertise, but also focuses on educating moral qualities and aesthetic tastes, creating a foundation for establishing a worldview and building a life ideal for students to become useful people for society. The new opportunities and challenges of globalization and international integration require higher education to take on the mission of training comprehensively developed people who are “beautiful in character, ethics, soul; high in intelligence, capacity, creative skills and physical health” for society. Therefore, higher education cannot ignore the spiritual life of students, in which aesthetic taste is an important factor.

2. Research overview

Regarding this issue, there have been many research works, some of which must be mentioned are typical researches such as: Pham Huy Ich (1970), “On the scientific basis of the matter of aesthetic taste”, Philosophical Notice, No. 16; Do Huy (1984), “Beauty - A value”, Publishing House of

Information Theory, Hanoi; Do Van Khang, Do Huy (1985), “Marx-Leninist American researches”, Publishing House of University and Professional High School, Hanoi; Do Huy (1987), “Aesthetic education - Some theoretical and practical issues”, Publishing House of Information Theory, Hanoi; Hoang Nhu Mai (1987), “Talking more about cultural needs and artistic tastes”, in the book “Satisfying cultural needs and improving artistic tastes”, Publishing House of Culture, Hanoi; Tran Quoc Bang, Thesis doctoral thesis “Education of aesthetic ideals for young people through the institutional system of cultural houses”, Hanoi National University of Education, 1996; Do Xuan Ha (1997): “Aesthetic education - a great debt to the young generation”, Publishing House of Education, Hanoi; Lam Vinh (1997), “Aesthetics: about beauty - about art - about people”, Publishing House of University of Education - Ho Chi Minh City National University, Vietnam; Nguyen Chuong Niep (2004), “Aesthetic tastes in life”, Publishing House of National Politics, Hanoi; Dinh Van An (2008), “Education and training to be the key to development”, Publishing House of Finance, Hanoi; Thuy Du, “Taste of young public and market music”, published on People newspaper

(website: nhadan.com.vn on August 29th, 2014); Pham Van Tuyen (2017), “Art education - roles and responsibilities”, <http://nghethuat.hnue.edu.vn/Research-Exchange/article/1051>; Nguyen Trong Hoan (2019): “Growing up with music” with the comprehensive development of students’ qualities and abilities, Electronic Newspaper of Communist Party of Vietnam, May 28th, 2019... The above research works are valuable materials for the author to inherit, supplement and perfect the content of the author’s article.

3. Research Methods

The article uses some main methods such as: Secondary document collection method; The method of synthesis, analysis and evaluation aims to clarify the research content in this article.

4. Research result

4.1. Aesthetic creativity ability through learning projects

There are many ways to educate students about aesthetic tastes, but as a typical expression of aesthetic relations, art is a bridge between people and the world of beauty, helping students develop perception ability and aesthetic creativity, at the same time establishing a cultural environment for students’ aesthetic tastes, to be the basic foundation for orienting aesthetic tastes and building students’ personality. Aware of the role of art in educating students about aesthetic taste, which is important for building a comprehensively developed human being for the development of the country, our Party always encourages research, experimenting with new artistic expression methods and styles, meeting diverse healthy spiritual needs and retraining ideals and aesthetic tastes for the public, especially the young generation.

“Criticism of judgment” of I. Kant, (Translated and annotated by Bui Van Nam Son, Publishing House of Knowledge, Hanoi, 2007). “Aesthetics as a science” by Do Huy, Publishing House of National Politics, Hanoi, 1996. “Aesthetics - Science of Aesthetic Relations”, by Do Huy, Publishing House of Social Sciences, Hanoi, 2001. “Satisfying cultural needs and enhancing artistic tastes” by the collective authors of the Institute of Culture, Publishing House of Arts and Culture, Hanoi, 1987. “Aesthetics: about beauty - about art - about people” by Lam Vinh, Publishing House of University of Education - Ho Chi Minh City National University, Vietnam, 1997. “Aesthetic tastes in life” by Nguyen Chuong Niep, Publishing House of National Politics, Hanoi, 2004. “Taste of young public and market music” by Thuy Du was published in People newspaper (website:

nhadan.com.vn on August 29th, 2014. Thesis doctoral thesis “Education of aesthetic ideals for young people through the institutional system of cultural houses” by Tran Quoc Bang, Hanoi National University of Education, 1996. “Musical tastes of current university students in Hanoi city” by Nguyen Minh Hanh, on the website: spnttw.edu.vn on July 18th, 2014 of the Central University of Art Pedagogy...

The scientific works related to the thesis topic “Art with the matter of educating aesthetic taste for students in our country today” are research works of high scientific value in both theory and practice, providing ideas of domestic and foreign scientists from history to modernity on art, aesthetic tastes, and aesthetic education; about the reality and causes of changes in aesthetic tastes; and assessment of the current situation of aesthetic creativity has not been mentioned by many researchers. Aesthetic education is a process of influencing to create a treasure of aesthetic knowledge to help people self-consciously operate in enjoyment, evaluation and creativity in all areas of life. Education of aesthetic taste is the most concentrated expression and to be the most basic task of aesthetic education. Aesthetic taste education is actively building good aesthetic tastes, contributing to exposing the existing forms of evil in all its subtle manifestations and promoting beauty forward.

Aesthetic taste education requires a combination of traditional content and modern content. Education in aesthetic taste is carried out in many forms, of which art is the most effective. Therefore, assessing students’ aesthetic creativity ability through learning projects at HCMC University of Technology and Education contributes to understanding the aesthetic life of engineering students at the university level.

The change of society under the two-sided impact of socio-economic development and the process of internationalization and globalization has in fact been having a significant impact on the change of the value system of the culture in general and the aesthetic tastes of the people, including the aesthetic tastes of students and the application of art in educating students about aesthetic tastes.

The emergence of the fourth industrial revolution with the strong development of the internet, social networks, and electronic and communication media is the second factor that has had a profound impact on the aesthetic tastes of students and applying art in the education of aesthetic taste for students in our country today.

Some results achieved: *Firstly*, students’

feelings and aesthetic knowledge are increasingly rich. *Secondly*, diversifying aesthetic standards for students' enjoyment, evaluation and creativity in aesthetic tastes. *Thirdly*, forming new creative trends in students' aesthetic tastes.

Inadequacies and limitations when applying art in educating students in aesthetic taste in our country today. *Firstly*, the application of art in educating students about aesthetic taste in our country today lacks the synchronization between the subjects: school, family and society, this comes from the perception of the role of aesthetic factors in subjects has not been considered. *Secondly*, the quality of the artwork has not been strictly controlled.

The current situation of applying art in educating students in aesthetic taste in our country has achieved positive results, but there are still certain limitations and inadequacies that are posing problems of the change in students' aesthetic tastes as well as the responsibilities of the subjects in the education of aesthetic tastes for students in our country today.

4.2. Learning projects demonstrate the creative capacity of students of HCMC University of Technology and Education

Table 1. Learning projects demonstrate the aesthetic creative ability of engineering students at HCMC University of Technology and Education

	Name of project	Students perform
1	Building a website to classify fruits using the CNN network	Tran Nguyen Duy Linh
2	Model of making yam cake with compressed air	Phan Tan Hung
3	Model of fertilizing industrial plants	Nguyen Duy Chinh
4	Smart trash cans apply artificial intelligence to help classify and manage domestic solid waste	Đào Thanh Quan
5	Design the automatic beo cake filling model	Ta Cao Van
6	The website application creates a word in the English-Vietnamese dictionary	Pham Phan Nghia
7	Model of printed cake machine	Nguyen Chi Hai
8	Model of dipping cake machine	Nguyen Van Thich

9	Model of waffle cake-making machine	Nguyen Tran Thao Quyen
10	Design e-commerce website APP	Nguyen Tuong Phuong Uyen

Students' attitudes when participating in creative projects demonstrate students' aesthetic capacity through our survey from October to December 2022 through 468 questionnaires showing: students actively participate accounted for 64.8%, they were happy 55.4% and highly concentrated 36.1%.

Table 2. Students' attitudes when participating in aesthetic creation through learning projects at HCMC University of Technology and Education

Attitude to participate in aesthetic creation	Quantity	Ratio
Active	303	64,8%
Happy, vibrant	259	55,4%
Highly concentrated	169	36,1%
Listless	53	11,3%
Boring	138	29,4%
Stress	119	25,4%
Forced	37	8,0%
Another idea	61	13,1%
Total	468	100%

4.3. Assessing the aesthetic creative ability of students in learning projects at HCMC University of Technology and Education

According to table 3, it shows that 66.7% of lecturers agree that students have the ability to create aesthetics in their learning projects and 61.9% of lecturers think that students can design models of products with high aesthetics. As for students, who admit that they can read and understand documents related to aesthetic knowledge before embarking on product design to ensure high aesthetics, this figure is 62.5%. At the same time, 55.4% of students think that they understand the method of aesthetic creation and in fact, 66.7% of students can create highly aesthetic products in their learning projects.

Table 3. Students' aesthetic creative ability through learning projects at HCMC University of Technology and Education

Question	Selected content	% Lecturers (25)	% Students (468)
Levels of aesthetic creativity	Choose the field of aesthetic creativity	66,7	62,5
	Read and understand literature related to cosmetology	67	62,5
	Analyze data from documents	57,1	54,2
	Using data from documents	76,2	60,4
	Another level	4,8	4,2
Manifestations of creative ability level	Understand how to create aesthetic	55,4	52,1
	Apply theoretical knowledge to create aesthetics	28,6	14,6
	Creating products with high aesthetics	66,7	75
	Another manifestation	4,8	10,4
Manifestations of the level of creation of products	Design product models	61,9	75
	Products that are applicable to life	57,1	54,2

5. Discussion

Enjoying and creating beauty is the expression of the strongest desire to bring beauty into people's

lives and art is the place to express that desire to the fullest. Artistic beauty is a blend of typicality, conventionality and expressiveness in images, creating a unique nuance in different forms of beauty expression. Art itself is a specific form of social consciousness, a specific reflection of people with reality through artistic images. It vividly and deeply expresses all the richness and diversity of real life and at the same time, it has the ability to affect real life through the aesthetic values formed from the movement of beauty in artistic images. From the attention of the Party and the whole society, the current situation of applying art in educating students about aesthetic taste in our country has achieved positive results. In the aesthetic tastes of students, aesthetic knowledge and feelings are increasingly rich; aesthetic standards of enjoyment, evaluation and creation are increasingly diversified; new creative trends are formed. However, besides the encouraging results, the current situation of applying art in educating students in aesthetic taste in our country also reveals limitations and inadequacies when there is still a lack of synchronization between subjects, at the same time the quality of the artworks has not been strictly controlled.

6. Conclusion

It is the responsibility of the artist as an aesthetic creative subject to create works of art with good content, beautiful forms, high aesthetic orientation value, works of fighting art and striving in the pursuit of beauty and for beauty. A real artist must be an echo of the times, to be a positive factor, overcoming the negatives and bad sides of reality and creating works of art that can affect the thoughts and feelings of students, as a basis for the formation of healthy aesthetic tastes, towards a pure aesthetic ideal, raising the earnest aspiration of genuine young people, guiding them towards a beautiful life and sublime.

It is the responsibility of the school, the teachers who teach and impart knowledge and culture, as well as all organizations and individuals doing cultural and artistic work as the subject of assessment and the orientation of aesthetic values must state the exact values and counter-values, draw out the rules of the existence of creative products as well as works of art, helping both the creative subject and the subject enjoys the necessary orientation; at the same time, to be the one who awakens, opens up the public in enjoying and perceiving works of art, discovering the hidden aesthetic values in the works of art, helping the public to perceive the works of deeper art.

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ĐÁNH GIÁ NĂNG LỰC SÁNG TẠO THẨM MỸ CỦA SINH VIÊN TRONG CÁC DỰ ÁN HỌC TẬP TẠI TRƯỜNG ĐẠI HỌC SƯ PHẠM KỸ THUẬT THÀNH PHỐ HỒ CHÍ MINH

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Sự phát triển, mở rộng các quan hệ giao lưu, hội nhập trên mọi lĩnh vực như: kinh tế, văn hóa, khoa học, giáo dục... đã có tác động không nhỏ đến hệ thống các giá trị của xã hội, trong đó có các giá trị thẩm mỹ. Trước tình hình đó, Văn kiện Hội nghị lần thứ 9 Ban Chấp hành Trung ương khóa XI đã khẳng định: hiện nay vấn đề xây dựng, giữ gìn và phát huy hệ giá trị tốt đẹp về thị hiếu thẩm mỹ trong quá trình xây dựng con người Việt Nam phát triển toàn diện và nền văn hóa mới tiên tiến, đậm đà bản sắc dân tộc trở nên cấp bách. Nghiên cứu sự biến đổi của hệ thống giá trị trong văn hóa Việt Nam thông qua nghiên cứu về nghệ thuật, về thị hiếu thẩm mỹ, giáo dục thẩm mỹ vừa có ý nghĩa lý luận vừa có ý nghĩa thực tiễn. Bài viết này đánh giá thực trạng năng lực sáng tạo thẩm mỹ của sinh viên qua các dự án học tập tại trường Đại học Sư phạm Kỹ thuật Thành phố Hồ Chí Minh..

Từ khóa: Năng lực sáng tạo; Thẩm mỹ; Dự án học tập; Đại học Sư phạm Kỹ thuật Thành phố Hồ Chí Minh.