Viewing "Aesthetic Freedom" from a Modern Perspective: A Review of Schiller's "A Brief Book of Aesthetic Education

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Abstract: *The "Brief Book of Aesthetic Education" is known as the "first manifesto of aesthetic education". The author believes that the reason why Schiller affirmed beauty is because beauty is the second creator of humanity; Beauty can redeem a person's soul; Beauty endows people with freedom. Schiller proposed the concept of "aesthetic education", which I believe is due to the alienation of complex human nature, the need for progress and development of the times, and its role as a mediator between emotional and rational impulses. Schiller's aesthetic education ideas also provide us with certain inspiration for modern people. We need aesthetic education to enhance the spiritual temperament of the entire human society, bridge the alienation of human nature, and seek rational freedom.*

Keywords: Schiller; Aesthetic education; Freedom; reason.

1. INTRODUCTION

What is "beauty"? Throughout history, people have their own opinions. After analyzing the social background and changes in human nature at that time, Schiller proposed the concept of beauty. The ultimate reason for 'alienation' is' spiritual culture '. The spiritual and cultural spirit of the entire society is sluggish. Influenced by the capitalist economy, he found that the root of human alienation lies in the division of labor and the existence of natural countries. He pointed out that individuals and countries must maintain a certain degree of stability and corresponding balance. The biggest problem in life is to align all the changes encountered in external life with the rational thoughts of the heart, "Schiller said in his fourth letter. The state must objectively unify the different forms of the subject into a common body. He proposed two solutions to this problem. One is: when pure and rational people replace experienced people, the state eliminates individuals or forms the state, Make people of this era rational. That is to say, he advocates the unity of reason and nature, and returns to nature through reason. He points out that when the country spreads the spiritual universal time, it should also develop the material world.

1.1 Beauty is the Second Creator of Man

Schiller regards both aesthetics and nature as the creators of human beings. Nature is our first creator, endowing us with the ability to do good and evil in human nature. Aesthetics is our second creator, serving as the glue that divides humanity and heals it back together. Beauty "is an indispensable part of our spiritual level, and it exists in concrete and abstract form. So what is" beauty "? Schiller proposed in the 21st letter of "The Book of Aesthetic Education" that beauty is the second creator of human beings, and if a person's value or dignity is measured through aesthetics, then the freedom he desires will be completely close to him. In other words, pursuing beauty is also pursuing freedom. Schiller believed that when beauty is named the second creator, it is not an ideal indulgence or a philosophical correction, but rather a legitimate need for it. Beauty enables us to acquire knowledge and humanity, rather than what freedom and will give us. In such cases, beauty and we are both creators. At that time, Schiller was in a politically turbulent and fragmented society, with an economy in a state of decline, far behind other countries. Schiller wanted to find a path that could avoid the bloodshed of war and find a path to freedom for the people.

1.2 Beauty is the alienation of complex human nature

Schiller believed that beauty is the freedom of human nature, but in reality, human nature is divided and alienated. At that time, the social situation was that the state and the church, laws and moral customs were separated, enjoyment and labor, goals and means, and workers' efforts and rewards were disconnected from each other. Humanity was constrained by utilitarianism, paralyzed by the noise of factories and machines, and they could never develop their fundamental harmony. They did not imprint human nature on nature, but became a symbol of their profession and expertise. Schiller opposed the corrupt social atmosphere of capitalism, and people frantically distorted human nature in pursuit of interests. He sensitively saw that the division of labor in society had made humanity slaves to money, completely losing their own judgment and thinking ability. Schiller believes that the current era is an era of spiritual decay, exhibiting a great state of alienation and division, specifically manifested as the separation of humans, nature, and society. Humans are one-sided individuals who sacrifice human nature to gain benefits. Schiller is opposing the development of capitalism. At the same time as the exhibition mode, it is also affirmed that this is a necessary path to take. However, to avoid human sacrifice of individual freedom, he believes that aesthetic education should be used to lead to freedom, thereby compensating for the alienation and division of human nature. Schiller

believed that in civilized society, there is also an ugly and lazy scene

2. THE ROLE OF AESTHETICS

Schiller's "aesthetic education" ideology is a product of the times and his reflection on the problems of the current era. Schiller believes that if aesthetic education is not yet carried out, the problems that arise in society will only worsen. Only through the role of aesthetic education can the social status quo be improved. Since December 2019, a novel coronavirus outbreak has occurred in China. Now, through the country's active response and strict prevention and control, the adverse impact of novel coronavirus on Chinese society and production has been basically eliminated[1]. But in the post-epidemic era, the aftermath of the epidemic still affects our daily lives. On June 16,2020, Chinese President mentioned the term "post-epidemic era" in a phone call with Tajik President Sergei Rakhmon[2]. The post-epidemic era, as the name suggests, refers to the era when the epidemic prevention and control is gradually normalized after the novel coronavirus epidemic has passed. In the post-epidemic era, the epidemic may not completely disappear, but sometimes fluctuated[3]. In this era, the "information epidemic" has with the epidemic[1], caused the network information chaos and the spread of false information, easy to cause information anxiety. Due to the epidemic, the prevention and control measures for college students, such as school closure or online learning at home, make college students obtain more information on microblog platforms, and the complex information environment of microblog has an impact on college students' microblog information anxiety to varying degrees. This paper combines the reality and dilemma of college students' microblog information anxiety under the new situation, and explores appropriate solution strategies, hoping to help college students to alleviate their microblog information anxiety and improve their information literacy through the current situation and survey results of college students' microblog information anxiety in the post-epidemic era.

2.1 Empowering people with freedom

Schiller emphasized the need to study beauty through perception rather than perception, and as citizens of the times, we should study beauty based on the current era of life. The development of the times has provided a direction for human efforts, but this direction is increasingly far from true art. He believes that art must deviate from reality and boldly surpass the needs of the times. Therefore, art must be met through spiritual rather than material needs. However, reality confines people's thoughts in chains. Utilitarianism makes all things submit to their feet. Schiller believes that humans in this world are too utilitarian, and the goals they achieve are mainly to meet certain human needs. He points out that on the scale of utilitarianism, the spirit of art appears insignificant and loses its inspiring role. Real art disappears in the hustle and bustle of the times. In this tumultuous era, people have turned their redemption gaze to the political arena, believing that the great destiny of humanity will be changed through reform or revolution, and do not agree with this path. People will be seen as indifferent to current events and irresponsible citizens. Schiller opposed the use of political reform (violence) to transform society. He pointed out that "the experience of art in today's era is not less than the needs of the times. In order to successfully solve political problems, we must pursue the path of beauty, because only through the path of beauty can we reach the other shore of freedom.[2] Solving political problems and achieving freedom through beauty is Schiller's ultimate goal, and he is anxious sincerely hope that people can bid farewell to the utilitarian and complex society through aesthetics.

2.2 The need for progress in the times

To break free from the state of decadence, the times must pass aesthetic education. Schiller pointed out that on the one hand, one must liberate oneself from blind obedience to nature, and on the other hand, one must return to simplicity, authenticity, and vitality. In this way, both the whole and the individual can make progress. Overall, Schiller hopes to develop society through aesthetic education, rather than through violent revolution. He believes that only through "aesthetic education" can society progress. Even today, Schiller's aesthetic education ideology still holds great significance. Aesthetic education should become an important way to build spiritual civilization, cultivate people's aesthetic level, enrich their spiritual world, and promote the overall progress of society. Information anxiety was a concept that emerged after entering the "information society" in the 1950s. It was originally created by American information building master Richard Saul Wurman[4] in 1989, in his book Information Anxiety, he argued that information anxiety is "a black hole between data and knowledge, when the information is not needed" or " the difference between the information that is already understood and the information that should be understood[5]." With the interweaving of the post- epidemic era and the Internet era, the Internet has penetrated into every aspect of people's lives. The combination of the network information environment, the complex situation in the post-epidemic era and the immature psychology of college students can easily lead to the information anxiety of college students, which will have a negative impact on students' study, life and even their physical and mental health. Based on the investigation of college students' microblog information anxiety, this paper explores the influencing factors of college students' microblog information anxiety, and provides reference opinions for college students to deal with microblog information anxiety and improve their information literacy.

In this paper, college undergraduates are selected as the research object, using the method of group sampling, and issuing questionnaires based on the questionnaire star platform, mainly through QQ group or wechat group, and other communication

platforms among college students. A total of 500 questionnaires were distributed, and 27 invalid questionnaires were excluded, and 473 valid questionnaire samples were finally obtained, with an effective recovery rate of 94.6%. Among them, 232 boys, 241 girls; the number of freshmen to seniors is 97, 132, 156 and 88 respectively.

The research tool is the microblog information anxiety questionnaire of college students in the post- epidemic era. This study is mainly based on the five characteristics of the information summarized by Wurman: that is, do not understand the information content; the amount of information needed to know whether some information exists, do not know where to find information; know where the information is, but do not know how to find it[5]. Based on the microblog platform, the investigation and research were conducted from the microblog information anxiety of college students, drawing on a variety of relatively mature information anxiety scales, and referring to Cao Gang of Jilin University (2011)[6] the information anxiety questionnaire has developed a more suitable microblog information anxiety measurement questionnaire, with a total of 18 questions, including information cognition, information literacy, information demand, information quality and other dimensions (see Table 1). In terms of consistency coefficient, the internal consistency of the questionnaire is measured. Statistical analysis showed that the reliability of each factor of the questionnaire was good, and the a-value of the total questionnaire was 0.822. The reliability coefficient of each dimension ranged from 0.693 to 0.791 with high confidence (see Table 2).

By measuring user needs and anxiety on the Likert scale, the degree of anxiety is described according to the importance of the degree of anxiety, from "complete nonconformity" to "full compliance" to "1" to "5". The SPSS26.0 statistical analysis software was used to conduct descriptive statistical analysis of the data collected by the questionnaire, and then multi-factor analysis of variance, analysis of each dimension and other methods were used to analyze the characteristics of different factors and dimensions to explore the differences in the characteristic level of college students' microblog information anxiety.

Table 1: Name and included title of each factor

Factor	Contains the topic
Information cognition Information literacy Information requirements Information quality	Q 4, Q 9, Q 10, Q 13, Q 15, Q 16 Q 11, Q 12, Q 18 Q 3, Q 10 Q 4, Q 5, Q 6, Q 7, Q 8

Table 2: Reliability coefficient of microblog information anxiety questionnaire for college students in the post-epidemic era

	Coefficient of internal consistency	Split-half reliability
Total questionnaire Information cognition Information literacy Information requirements Information quality	0.822 0.742 0.693 0.791 0.765	0.717 0.704 0.652 0.661 0.713

3. INHERITANCE OF AESTHETIC EDUCATION

So it is imperative to do a good job in aesthetic education. Although Schiller's aesthetic education ideas have a certain utopian color, overemphasizing the role of aesthetic education, and his ultimate goal in writing "The Brief of Aesthetic Education" (to solve political problems) is unrealistic, the aesthetic education he advocates still has a certain enlightening significance for our modern aesthetic education. We have lost our direction in reality. People are no longer "pure" people, but materialistic people. We need to learn Schiller's aesthetic education ideas. The true state of human existence. State is the freedom of the mind rather than being trapped by things. Schiller hopes to redeem the human soul through aesthetic education and regain the true and free state of oneself. In the largest educational field in modern times, namely schools, we should conduct aesthetic education in school education, seek the true meaning of beauty in school education, and bring aesthetics into the classroom of every subject. In recent years, with the introduction of new educational concepts such as "quality education" and "core literacy", Our education is increasingly focusing on providing students with "humanized and personalized" education. Since the 40 years of reform and opening up, We have made significant progress in our aesthetic education work, and aesthetic education is part of our educational philosophy.

Directly in an important position, but in practice it is only a formality. We should truly implement aesthetic education in the classroom. Aesthetic education is an essential part of good education, and beauty belongs to art. Art is to enable us to think about and feel the truth and infinity in form. As Schiller said in the 22nd letter of "The Book of Aesthetic Education": "If we fully immerse ourselves in the true enjoyment of beauty, in this state, we can control our passive and active forces ourselves, and we can easily transition from sadness to pleasure, from stagnation to movement, from submission to resistance, and from abstract thinking to perception.

3.1 Basic situation of college students' microblog information anxiety in the post-epidemic era

In this study, microblog information anxiety was divided into four dimensions for analysis, and the questionnaire scores were ranked from high to low. The questionnaire items scored 1 to 5 points, 4 to 5 for high information anxiety, higher than 76 into high group; 1 or 2 for low information anxiety, and lower than 38 for low group. As can be seen from Table 3, the proportion of students with high information anxiety and low information anxiety accounts for 7.40% and 5.71% respectively, while the students with high information anxiety are still in the minority. The vast majority of students are in a state of moderate information anxiety. It can be seen that the microblog information anxiety of college students in the post-epidemic era is relatively serious.

Table 3: Distribution of microblog information anxiety among college students in the post-epidemic era

Degree of information anxiety	Number of people	The proportion of (%)
Tall	35	7.40
Centre	411	86.89
Low	27	5.71
Amount to	473	100

3.2 Descriptive statistical analysis of college students' microblog information anxiety in the post- epidemic era

In order to study the differences in gender and grade in information anxiety degree, gender and grade were used as the independent variables, and the scores of microblog information anxiety questionnaire were used as the dependent variables. For details, see Table 4, F =12.113, p =0.003 <0.01; for grade difference, F =10.864, p =0.015 <0.05. It can be seen that there are significant gender and grade differences in college students' microblog information anxiety in the post-epidemic era. In terms of gender, the anxiety of girls' microblog information is higher than that of boys, and the reason may be that girls pay more attention to microblog than boys, and some studies also show that the anxiety of girls is higher than that of boys. Under the comprehensive influence of the two, the anxiety of girls' microblog information is higher than that of boys. In the grade, the anxiety of junior and senior students is higher than that of freshmen and sophomore students. This guess is, freshman and sophomore students for the new stage of learning is still in a relatively fresh state, the weibo entertainment information attention is higher, and junior and senior students face entrance, looking for a job, etc., the microblogging information query and understand more attention to its practical and long-term development, the different problems and tasks, lead to the difference of the weibo information anxiety.

Table 4: Multivariate variance analysis of gender and gradein terms of microblog information anxiety

Source of variation	Free degree	Mean square deviation	F	p
Sex Grade	1	512.326	12.113	0.003
Gender*grade Error	1	503.872	10.864	0.005
Amount to	1	98.459	2.525	0.018
	356	37.694		
	359			

It is precisely because beauty plays such an important role that we need to place it even more in school education. We need to recognize that improving human survival, pursuing harmony and freedom in human nature, fundamentally lies in the education received by humans themselves. The happiness obtained by human spiritual prosperity is more than the satisfaction brought by material superiority. We need to cultivate a new generation through aesthetic education, so that they yearn for human harmony and freedom, cultivate talents with comprehensive development, and achieve the comprehensive and harmonious development of the entire society. After reading "The Book of Aesthetic Education", I have gained a better understanding that aesthetic education can compensate for human alienation and save lost souls. Now, I end this article with Hegel's description of the characteristics of beauty. Beauty is infinite, it is free; beauty is enough to care for oneself, without desires or demands. The soul feels a sacred happiness, like transporting something from the suffering of life to a distant place.

3.3 Improve students' personal information literacy

Information literacy is a collection of comprehensive abilities to discover information, understand information, use information to create new knowledge, and participate in community learning[10]. The information literacy of college students has an important influence on the degree of information anxiety. College students with high information literacy can accurately express their information needs and obtain their required information resources. However, college students who lack information literacy may be faced with problems such as blocked information query conditions and incorrect information discrimination when conducting information retrieval, resulting in anxiety, irritability and other emotions, thus causing information anxiety. Therefore, improving the information literacy of college students is helpful to alleviate the anxiety of microblog information. College students should use microblog reasonably and efficiently, have information advantages, and improve the ability of retrieval, screening and processing of microblog information[11], reduce the anxiety degree of microblog information.

4. CONCLUSION

In this study, we analyzed the current situation and influencing factors of college students' microblog information anxiety in the post-epidemic era through questionnaire survey, and proposed relevant coping strategies based on this. From the analysis of the survey results, it can be seen that the overall environmental impact of the post-epidemic era increases the frequency of students using and checking microblogs. The difference of students' own information cognition and information literacy are not highly convinced of microblog information, which leads to many students who are vulnerable to the influence of external factors and shake their ideas. The complexity and authenticity of information cause students' information anxiety. Based on this, this study discusses strategies from relevant government departments, microblog platform, university management, individual students, etc. The relevant departments release real information timely and establish authoritative information release system; the microblog platform should manage its own information and maintain good platform information environment; colleges and universities coordinate to strengthen mental health education for college students and improve information ability; individual students should constantly improve themselves and improve information literacy. In the post-epidemic era, college students should cooperate in dealing with the anxiety of microblog information, alleviate the anxiety of students' microblog information, and promote the development of students.

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