

Innovation of Library Reading Promotion for Aesthetic Education: Empowerment Logic and Practice Exploration of Photography Art

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Abstract: Aesthetic education is the key way to improve the aesthetic and humanistic foundation of the people. As the main position of public cultural service and reading promotion, the innovation of library service style should follow the development needs of aesthetic education. Photography art, with its core visual presentation, combines aesthetic and narrative qualities, offering new possibilities for enhancing the aesthetic education of library reading promotion. Based on the intrinsic compatibility between aesthetic education and library reading promotion, this paper deeply analyzes the core logic of empowering library reading promotion through photographic art, and explores practical approaches from three dimensions: content reconstruction, form innovation, and scene expansion. The aim is to provide theoretical references and practical guidance for libraries to achieve deep integration of reading promotion and aesthetic education through photographic art as a medium.

Keywords: Aesthetic education; Library; Reading promotion; Photography art; Empowerment logic

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1. Introduction

The core purpose of aesthetic education is to cultivate aesthetic perception, enrich aesthetic experience and enhance aesthetic creativity. As the gathering place of literature resources and an important platform of public cultural service, library reading promotion is the key carrier of its mission of aesthetic education. Currently, traditional reading promotion methods predominantly emphasize document dissemination, yet fall short in exploring aesthetic value and highlighting aesthetic education functions, thus failing to fully meet the public's diversified demands for aesthetic education experiences in the new era ^[1]. Photography art uses light and shadow as the discourse and lens as the medium, which can transform the abstract text connotation into concrete visual presentation and build a bridge between text reading and aesthetic perception.

2. The intrinsic compatibility of aesthetic education and library reading promotion

2.1. Value orientation consistency

Aesthetic education aims to improve the comprehensive aesthetic cultivation of people, and to cultivate the humanistic spirit and perfect the personality by guiding the public to perceive, understand, and create beauty. The core value of library reading promotion is to enrich the public's spiritual and cultural life and improve the national cultural accomplishment by transmitting high-quality literature resources. The two are highly unified in value orientation; both take "education" as the core and are committed to the all-round development of human beings. Reading serves as a vital channel for aesthetic education. High-quality literature resources are rich in aesthetic elements, and libraries provide platforms for disseminating these elements through their reading promotion initiatives. Aesthetic education, in turn, enhances the public's aesthetic judgment and perception, enabling them to explore the aesthetic value embedded in literature more deeply. This process enriches the depth and breadth of reading experiences, creating a mutually reinforcing developmental relationship between the two ^[2].

2.2. Uniformity of service object

Aesthetic education has the characteristics of universality, covering different ages, different occupations, and different cultural levels of social groups, and its goal is to achieve the universal improvement of aesthetic cultivation of the whole people. As a public cultural service institution, the library adheres to the principle of universal access, serving all members of society regardless of age or social status, ensuring equal access to its reading resources and services ^[3]. The shared service orientation between libraries and aesthetic education programs lays the groundwork for their synergistic development. By leveraging their extensive service networks, libraries can integrate aesthetic education into reading promotion initiatives. Through diverse service formats, they enable various groups to experience aesthetic cultivation during reading activities. Meanwhile, the universal appeal of aesthetic education expands the service scope of library reading programs, enhancing their attractiveness and influence.

2.3. Complementarity of practice path

Aesthetic education practices exhibit diverse attributes, encompassing not only classroom instruction and art exhibitions but also daily cultural experiences and aesthetic engagement. Library reading promotion, centered on document resources, delivers services through reading activities, thematic sharing, and resource recommendations. These two approaches demonstrate significant complementary characteristics in their practical implementation. The library's extensive collection provides rich content for aesthetic education. From literary works' artistic depictions and art theories 'aesthetic principles to historical documents' cultural insights, all these elements serve as valuable resources for aesthetic education. Moreover, the diverse approaches to aesthetic education enrich library reading promotion platforms, breaking free from traditional formats to enhance engagement and appeal. This creates a virtuous cycle where beauty inspires reading and reading cultivates aesthetic appreciation.

3. The core logic of empowering library reading promotion by photographic art

3.1. Visual translation: Building a bridge between text and aesthetics

Traditional reading promotion treats text as the core medium, requiring readers to possess certain textual

comprehension and imaginative abilities to uncover the connotations and values within the words fully. Photography, as a visual art form, can visually transform textual content, converting abstract descriptions into concrete visual images. This kind of translation process not only reduces the reading threshold of readers, but also highlights the aesthetic elements in the literature, so that readers can directly feel the beauty behind the words. For instance, photographic works can vividly recreate and interpret literary scene descriptions, allowing readers to directly experience the atmosphere and aesthetic appeal of the depicted settings. Similarly, photographic art can highlight the cultural significance and aesthetic value of historical documents through its unique use of light and shadow techniques, thereby revealing the cultural symbols embedded within them^[4]. This visual transformation function bridges textual reading and aesthetic perception, extending reading promotion beyond mere textual transmission to the realm of aesthetic experience, thus aligning with the core objectives of aesthetic education.

3.2. Emotional resonance: Enhancing the depth and warmth of reading experience

The key point of aesthetic education is to evoke emotional resonance and response, so that readers can perceive and understand beauty in the emotional experience. The art of photography has a strong ability to express emotions. Through the use of light and shadow, composition and color, photographers can integrate their own emotions and thoughts into their works, which can cause emotional resonance and echo in the eyes of viewers. In the library reading promotion activities, the emotional empowerment of photographic art can enhance the depth and warmth of the reading experience. On one hand, photography centered on specific reading themes can precisely capture the emotional essence of documents, allowing readers to gain deeper insights into the emotions and ideas conveyed through visual works. On the other hand, by engaging in photographic creation, readers transform their personal reading reflections into artistic expressions, achieving both personalized interpretation of reading experiences and emotional elevation. This emotional resonance mechanism transforms reading promotion from passive acceptance to active experience, enhancing its practical effectiveness and achieving the goal of emotional cultivation in aesthetic education.

3.3. Scene extension: Expanding the space and boundary of reading promotion

The traditional library reading promotion is mostly limited by the library internal space; the service style is relatively single, and it is difficult to cover the wide range of social groups fully. Photographic art has the characteristics of strong adaptability to scenes, and its presentation style can be either a physical exhibition in the library or a digital exhibition hall and social media communication channels online, which can break through the constraints of space and achieve the extension and continuation of the reading promotion scene. At the same time, the creation scene of photography art has the attribute of openness; whether it is the natural landscape, the urban architectural style, or the daily life scene, it can be transformed into the carrier of the combination of photography creation and reading promotion.

4. The practical path of empowering library reading promotion by photography art

4.1. To explore the aesthetic core of literature and build a theme system of photography reading

The core of the content reconstruction is photography art to give the reading promotion energy; the key lies in the deep excavation of the aesthetic inner core of the literature resources, and the organic combination of

photography art to shape and create the characteristic photography reading theme system. Libraries should establish specialized teams to systematically review and catalog their collections, selecting materials rich in aesthetic elements that span diverse fields including literary classics, art theories, historical heritage, and natural sciences. By analyzing the core aesthetic values of these materials, they can determine the thematic focus for photographic creative projects. For instance, when adapting classic literary works, photographers may focus on character development, environmental depiction, and emotional expression to craft thematic photography series. This creates a framework of “literary classics + photographic interpretation.” Similarly, for natural science literature, themes like landscapes and biodiversity can be explored through “natural beauty + photographic documentation.”

4.2. Expand and enrich the carriers to achieve the integration of online and offline

The innovation of form is the key point to enhance the effect of photography art in reading promotion. The library should break through the limitation of the traditional form of reading promotion, combine the characteristics of photography art, and create the media of promotion and communication that integrates online and offline. In physical spaces, libraries can utilize their facilities to host themed photography exhibitions. These exhibitions showcase photographic works through display panels, lightbox installations, and other formats. Concurrently, reading experience zones are established, equipped with relevant literature resources, enabling on-site reading and viewing for visitors. The initiative can also host photography workshops, inviting professional photographers to provide technical training. This empowers readers to integrate their reading insights into creative photography, achieving a deep integration of “reading, learning, and creative practice.” Furthermore, it can collaborate with community organizations and educational institutions to extend photography exhibitions and reading promotion activities to neighborhoods and schools, thereby expanding service coverage. Online platforms enable libraries to establish digital photography exhibition halls. Photographs undergo digital processing and are uploaded to the platform for public access anytime, anywhere. By leveraging social media, libraries can initiate themed discussions, share photographic works, and provide interpretations of documentary resources. This encourages public participation in exchanges, sharing insights from reading, learning, and photography experiences. Additionally, online photography courses are developed through video tutorials and live-streamed sessions to enhance participants’ technical skills and learning capabilities.

4.3. Integrate multi-party resources to build a co-construction and sharing mechanism

Photographic art gives energy to library reading promotion, which needs to integrate multiple resources and construct a co-construction and sharing mechanism of main body cooperation, so as to improve the professionalism and sustainability of service. Libraries should proactively engage with diverse stakeholders, collaborating with professional organizations like the Photographers Association to bring in expert resources for thematic planning, creative development, and training programs. By partnering with educational institutions such as K-12 schools, they can integrate these activities into the aesthetic education system, ensuring educational continuity. Community organizations should be leveraged to expand service coverage and boost resident participation. Additionally, partnerships with cultural enterprises can secure funding and technical support, providing a solid foundation for event implementation. At the same time, we will build a resource-sharing library, integrate the photographic works, literature, and curriculum resources for the public and partners to use, and establish a feedback mechanism to collect opinions through multiple ways and

optimize the service. This kind of cooperation mechanism can effectively make up for the shortcomings of the library in professional resources and service channels, and promote the continuous development of related work.

5. Conclusion

In the context of aesthetic education, library reading promotion innovation must transcend traditional limitations by harnessing the empowering potential of diverse art forms. Photography art, with its visual, emotional, and situational characteristics, aligns perfectly with the aesthetic education needs of library reading promotion. Through its core logic of visual translation, emotional resonance, and situational extension, it injects new vitality into library reading initiatives. The practice path of constructing a theme system through content reconstruction, realizing the integration of online and offline through form innovation, and constructing a co-construction and sharing mechanism through subject collaboration can effectively promote the deep integration of photography art and library reading promotion, and achieve the goal of “promoting reading with beauty and cultivating beauty with reading”.

Disclosure statement

The authors declare no conflict of interest.

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