



Research on the Integration Pathways of Ethnic Art in Rural School Art Education

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Abstract: This article explores the integration path of ethnic art in rural school art education, aiming to enhance rural students' cultural identity and aesthetic literacy. Firstly, by analyzing the current status of ethnic art in rural schools, it points out its status, role, and existing problems. Then, it proposes specific strategies such as ethnic art curriculum development and design, integration with other subjects, and organization of art activities. Finally, it discusses development paths such as strengthening the teaching faculty, expanding educational resources, and establishing evaluation systems. This article provides theoretical support and practical references for improving the quality of art education in rural schools.

Keywords: ethnic art; rural schools; art education

1. Introduction

As an important part of Chinese culture, ethnic art has profound historical roots and unique artistic charm. Rural schools, as crucial educational institutions for rural students, bear significant responsibilities in inheriting and promoting ethnic art. However, the current state of art education in rural schools faces issues such as incomplete curriculum setup, lack of teaching resources, and insufficient professional level of teachers, making it difficult to effectively carry out ethnic art education. Therefore, this article analyzes the current status of ethnic art in rural school art education, proposes specific integration strategies and development paths, aiming to provide practical solutions for rural schools to improve the quality of art education and promote the all-round development of students.

2. Current Status Analysis of Folk Art Integration in Rural Schools

2.1 The Important Position and Role of Folk Art in Rural Schools

Folk art, as a treasure and spiritual wealth of Chinese culture, encompasses various forms including music, dance, painting, and handicrafts. Its rich cultural connotations and unique artistic styles play an important role in cultivating students' cultural identity and aesthetic abilities. In rural schools, folk art is not only an important component of curriculum content, but also serves as a vital means for promoting students' comprehensive development and a key carrier of cultural inheritance. Through learning and practicing folk art, students can gain deep understanding of the essence of their national culture, enhance cultural confidence, and cultivate feelings of love for their motherland and hometown. In addition, folk art can enrich students' extracurricular life, stimulate their creativity and artistic potential, and become a powerful assistant for rural schools in carrying out quality education.

2.2 Current State of Art Education in Rural Schools

Currently, art education in rural schools is generally in a relatively weak state. Firstly, in terms of curriculum setup, many rural schools' art courses are not well-developed, with single and unsystematic content. Secondly, there is a lack of teaching resources, as many rural schools lack necessary art education facilities and equipment, with simple teaching tools that cannot meet normal teaching needs. Thirdly, the construction of the art teacher team is evidently insufficient, with many art teachers lacking solid professional backgrounds, sufficient teaching experience, and opportunities for training, resulting in the difficulty of ensuring the quality of art education. Moreover, art education in rural schools also faces challenges such as insufficient student interest in art and inadequate support from parents and society, requiring efforts from multiple aspects to improve the current situation[1].

2.3 Existing Problems of Ethnic Art in Rural School Art Education

Although ethnic art holds an important position in rural school art education, its development still faces many problems. Firstly, the ethnic art curriculum setup is inadequate, with many schools only involving ethnic art during specific festivals or activities, lacking systematic curriculum arrangements, leading to students' insufficient understanding and mastery of

ethnic art. Secondly, there is a lack of teaching resources, with many rural schools lacking professional ethnic art textbooks and teaching tools, making it difficult for teachers to find suitable teaching materials during the teaching process. Thirdly, the professional level of ethnic art teachers needs improvement, with many teachers lacking systematic ethnic art education backgrounds, utilizing single teaching methods and means, unable to fully activate students' learning enthusiasm and interest. These issues severely restrict the effective development of ethnic art in rural school art education, requiring systematic reforms and measures to address them.

3. Integration Strategies of Ethnic Art in Rural School Art Education

3.1 Development and Design of Ethnic Art Curriculum

To better integrate ethnic art into the art education of rural schools, it is first necessary to scientifically develop and design the curriculum. The content of the courses should be selected based on the students' age characteristics and cognitive levels, choosing appropriate forms and themes of ethnic art that highlight regional features and cultural connotations. At the same time, clear teaching objectives should be established, employing flexible and diverse teaching methods such as project-based learning and experiential learning to stimulate students' interest and initiative in learning[2]. The curriculum design should also emphasize the combination of theory and practice, using case studies and artwork displays to deepen students' understanding and mastery of ethnic art through practice. Furthermore, curriculum development should consider the historical background and cultural value of different ethnic arts, enabling students to understand the transmission and development of ethnic culture while learning art. For example, local folk artists or cultural inheritors can be invited to conduct interactive lectures or workshops, allowing students to have close contact with and learn traditional skills. Visits to ethnic culture museums or art exhibitions can also be organized, enhancing students' cultural identity and sense of belonging through field experiences. In terms of teaching resources, local ethnic cultural resources, such as ethnic festivals and traditional handicrafts, should be utilized as teaching materials to make the courses more vivid and relevant to students' lives. Teachers should also be encouraged to engage in interdisciplinary collaboration, integrating ethnic art with other subjects to create rich and diverse teaching activities. Regarding teaching evaluation, a diversified evaluation system should be established, focusing not only on students' knowledge acquisition but also on their performance and creativity in artistic practice. Regular displays of students' work, art competitions, or achievement presentations can provide students with ample platforms and recognition, motivating them to continuously improve through a sense of accomplishment. Through such curriculum design, ethnic art education can become more systematic and effective, enhancing students' overall quality and artistic cultivation, while also contributing to the inheritance and promotion of ethnic culture[3].

3.2 Integration of Ethnic Art with Various Subjects in Rural Schools

Ethnic art is not only a crucial component of art education but can also be organically integrated with other subjects to form an interdisciplinary comprehensive education model. For instance, ethnic art can be combined with language arts and history by incorporating ethnic stories and historical events into lessons, allowing students to simultaneously learn language and historical knowledge while understanding the background and significance of ethnic art. Integrating with music and visual arts can foster students' comprehensive artistic literacy through collaborative artistic creation and performances. Moreover, ethnic art can be combined with physical education and practical courses such as labor education, where activities like ethnic dance and handicraft making can enhance students' hands-on skills and teamwork spirit. This kind of subject integration not only enriches the curriculum content but also enhances students' overall abilities and innovative consciousness. Furthermore, the inclusion of ethnic art in science and mathematics can be explored through patterns, symmetry, and cultural artifacts, providing students with a unique perspective on these subjects. This holistic approach helps in cultivating a well-rounded education, fostering a deeper appreciation of cultural diversity, and promoting the preservation of ethnic heritage.

3.3 Organization and Conduct of Ethnic Art Activities

To better allow students to experience and master ethnic art in practice, rural schools can enrich students' extracurricular lives and artistic practice experiences by organizing various ethnic art activities. For example, regular campus ethnic art festivals can be held, featuring song and dance performances and handicraft displays to let students showcase their learning achievements, enhancing their confidence and sense of accomplishment. Establishing ethnic art clubs can provide students with more learning and exchange platforms, cultivating their interest and expertise in art. Additionally, organizing student participation in ethnic art practice activities such as visiting ethnic museums and participating in folk activities can allow students to experience the charm of ethnic art in real-life contexts[4]. The conduct of these activities can make ethnic art

education more vivid and practical, enhancing students' artistic literacy and overall quality.

4. Development Path of Ethnic Art in Rural School Art Education

4.1 Strengthening the Construction of Ethnic Art Teaching Staff

The effective implementation of ethnic art education in rural schools relies on a high-quality teaching staff. Therefore, cultivating and training ethnic art teachers is a primary task. Specifically, this involves offering specialized courses on ethnic art, organizing teachers to attend various training sessions and seminars to enhance their professional quality. Furthermore, strategies to improve teachers' teaching abilities should be formulated, including enhancing their teaching skills, providing teaching resources and tools, and inspiring innovative teaching methods through observing excellent teaching cases. Establishing a platform for sharing and exchanging teaching experiences among teachers is also crucial. This platform can be realized through regular teacher exchange meetings, online forums, and creating resource-sharing libraries, aiming to promote experience sharing and collective progress among teachers, thereby improving the overall level of the ethnic art teaching staff.

4.2 Expanding Ethnic Art Education Resources

Expanding and utilizing diverse ethnic art education resources is key to enhancing the quality of art education in rural schools. Firstly, integrating both internal and external ethnic art resources within the school, such as utilizing school art clubs, libraries, and multimedia equipment, while establishing cooperative relationships with local cultural institutions, museums, and intangible cultural heritage inheritors, inviting them to participate in the school's art education activities. Local cultural institutions can provide professional guidance and resource support, enriching students' artistic experiences through jointly organized art exhibitions, cultural lectures, and workshops[5]. Support from social forces is also indispensable, with enterprises, public welfare organizations, and communities able to support ethnic art education in rural schools by donating art materials, funding art projects, and organizing volunteer activities, creating a good atmosphere of joint participation by the whole society.

4.3 Establishing an Evaluation System for Ethnic Art Education

Establishing a scientific and reasonable evaluation system for ethnic art education is an important means to ensure the quality of education. Firstly, it is necessary to clarify the content and standards of ethnic art education evaluation, covering various aspects such as students' artistic knowledge, skill performance, creative ability, and cultural understanding, while emphasizing the combination of formative and summative evaluations. Diversified evaluation methods are also key to improving evaluation effectiveness. Methods such as classroom observation, student work display, art performances, periodic tests, and student self-evaluation and peer evaluation can be adopted to comprehensively and objectively reflect students' learning outcomes and development status. The feedback and improvement mechanism of evaluation results is equally important. Regularly analyzing evaluation results and providing timely feedback to teachers and students can help them understand their strengths and weaknesses, and adjust teaching strategies and learning methods based on evaluation results, thereby continuously improving the implementation effect of ethnic art education.

5. Conclusion

This paper aims to explore the effective integration of ethnic art into rural school art education, providing theoretical support and practical references to improve the quality of art education in rural schools. By strengthening the construction of ethnic art teaching staff, expanding and integrating educational resources, and establishing a scientific educational evaluation system, it is possible to effectively enhance the level of art education in rural schools, enriching students' cultural literacy and artistic abilities. In the future, with the increasing attention and support for ethnic art education from all sectors of society, the quality of art education in rural schools will be further improved, contributing to the comprehensive development of students and the inheritance of ethnic culture.

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