

Path analysis of integrating excellent traditional Chinese culture into the art education curriculum of colleges and universities

Jiacai LIAO

Yili Normal University, Yining 835000, China

Abstract: In the long history of China, a series of excellent cultures have been formed, which are not only rich in form, but also have great educational value. The integration of excellent traditional culture into art education can not only promote the inheritance and development of traditional culture, but also enhance students' cultural self-confidence. However, the current integration of excellent traditional culture in art education in colleges and universities is still insufficient. This paper deeply discusses the path of integrating China's excellent traditional culture into college art education courses from three aspects including value analysis, application status and path analysis, and strives to promote the high-quality development of college art education courses with the help of excellent traditional Chinese culture.

Key words: college art; traditional culture; art education courses; integrated teaching

1 Introduction

At a time when the education reform continues to advance, how to integrate China's excellent traditional culture into the art education curriculum of colleges and universities, improve the quality of art education, and cultivate talents with cultural self-confidence and innovation ability has become an important topic of the current education reform. In order to ensure the integration effect of excellent traditional Chinese culture, it is necessary to find out its application path in combination with the value and application status of excellent traditional Chinese culture, so as to ensure that the aesthetic education courses in colleges and universities can be further improved and developed, and that China's excellent traditional culture can be further inherited and disseminated.

2 Value analysis of integrating excellent traditional Chinese culture into art education curriculum in colleges and universities

2.1 Enriching art education materials and improving the quality of art education

Excellent traditional Chinese culture contains rich and colorful art forms and profound historical and cultural heritage. Integrating it into the art education curriculum of colleges and universities can not only enrich the educational content, but also improve the quality of education. As the treasure of excellent traditional Chinese culture, traditional art works and techniques can help to improve students' aesthetic ability and creative level through learning and reference, and excellent traditional cultural content can enlighten students' wisdom and make students feel the unique charm of Chinese culture, so as to further improve the quality of art education from multiple perspectives.

2.2 Cultivating students' cultural self-confidence and inheriting the excellent traditional Chinese culture

Integrating the excellent traditional Chinese culture into the art education curriculum will help students to understand Chinese culture more systematically and concretely, so as to enhance students' cultural consciousness and cultural self-confidence. In the context of globalization, this kind of cultural consciousness and cultural self-confidence is of great significance for cultivating talents with an international perspective and competitiveness. In addition, art education courses in colleges and universities are an important way to spread and promote the excellent traditional Chinese culture. By integrating the excellent traditional Chinese culture into the art education curriculum, students can realize the value of the dissemination and inheritance of traditional culture, and realize their own cultural mission, so as to better understand and inherit the excellent traditional Chinese culture, and promote the inheritance and development of the excellent traditional Chinese culture [1].

2.3 Strengthening the function of art education curriculum and promoting the integration of moral education and aesthetic education

China's excellent traditional culture contains rich moral concepts and aesthetic values. Integrating traditional culture into the art education curriculum is conducive to realizing the organic combination of moral education and aesthetic education, and cultivating talents with both virtue and art. In addition, it also helps to cultivate students with all-round qualities of modern people, so that they can understand and comprehend the connotation of China's excellent traditional culture while creating art. Through the integration of courses, students can better understand the moral meaning and aesthetic value of art works, so as to improve their own moral cultivation and aesthetic level. At the same time, it also helps to cultivate students' love and respect for China's excellent traditional culture, and enhance students' national pride.

2.4 Stimulating students' sense of innovation and enhancing their innovation ability

With the rapid development of the cultural and creative industry, many innovative art forms have also provided inspiration for the development of art education, and traditional Chinese art works and techniques have unique artistic charm and value. Through learning and reference, students can stimulate a sense of innovation, combine traditional culture with modern aesthetics, and create works of art with the characteristics and personality of the times. This integration not only helps to improve students' ability to innovate, but also helps to give new vitality to traditional culture in modern society [2].

3 The application status of China's excellent traditional culture into the art education curriculum of colleges and universities

3.1 The main application forms of China's excellent traditional culture in the art education courses of colleges and universities

In the current art education courses in colleges and universities, the degree and methods of integrating China's excellent traditional culture are different, but its role has been played to a certain extent, and its main application forms are as follows:

3.1.1 The integration of China's excellent traditional culture in art history education

Some colleges and universities introduce China's excellent traditional culture in art history education, such as traditional art schools, famous artists and their works, etc. This method of teaching can help students understand traditional culture, but it may be more theoretical and lack practical practice. In order to improve this situation, some colleges and universities try to combine art history education with practical courses, so that students can experience the charm of traditional art while learning theory.

3.1.2 The teaching of traditional art techniques

Some colleges and universities offer courses in Chinese painting, calligraphy, seal carving, etc., so that students can learn and master the techniques and skills of traditional Chinese art. This type of courses helps students gain an in-depth understanding of traditional culture and improve their practical skills, but they may be limited to certain majors or directions. In order to expand the influence of traditional art technique teaching, some colleges and universities have also tried to incorporate it into the general education curriculum to benefit more students [3].

3.1.3 The penetration of traditional cultural elements

Some colleges and universities encourage students to draw on the elements and techniques of traditional Chinese art in their art creation courses. Teachers will guide students to correctly understand and use traditional cultural elements in teaching, and encourage them to combine traditional culture with modern aesthetics to create works of art with the characteristics and personality of the times.

3.1.4 Traditional culture theme practice activities

Some colleges and universities will organize students to visit museums, art galleries and other cultural venues to learn about traditional Chinese art works and objects. This method helps students intuitively feel the charm of traditional culture. They also try to use modern technological means, such as virtual reality (VR), online exhibitions, etc., to provide students with a more convenient and rich traditional cultural experience. At the same time, they also organize students to participate in traditional cultural activities on campus, such as calligraphy competitions, Chinese painting exhibitions, etc., which improves students' interest and participation in traditional culture.

3.2 The main problems faced by the integration of China's excellent traditional culture into the art education curriculum of colleges and universities

3.2.1 Insufficient teaching skills related to traditional culture

In terms of the integration of traditional culture, in order to ensure the integration effect of traditional culture in college art courses, teachers need to have the ability to integrate, understand the content of traditional culture, or master relevant techniques. However, due to the disconnect between the modern art education system and the inheritance of traditional cultural skills, some college art teachers have certain deficiencies in traditional cultural skills despite their professional art skills, such as a lack of in-depth understanding of traditional cultural forms like Chinese paintings and calligraphy, and a lack of teaching professionalism, resulting in the inability to comprehensively and deeply impart traditional cultural knowledge and skills when teaching relevant courses [4].

3.2.2 Limited traditional cultural resources

Although China's excellent traditional culture is rich and diverse, in actual teaching, some colleges and universities may face the problem of limited traditional cultural resources, such as traditional art works, physical objects, materials, etc. This limits students' intuitive perception and experience of traditional culture. For example, in terms of the application of traditional art works, China has many precious traditional art works, famous ancient paintings, calligraphy works, etc. However, these works are scattered in museums, art galleries and other institutions, and some colleges and universities may have difficulty accessing these resources. In addition, some famous paintings and calligraphy works may not be able to be loaned to students for long-term study and research due to conservation, exhibition, etc. And for folk art, local opera, traditional handicrafts, etc., due to the difficulty in teaching and insufficient resources, it is difficult to get a systematic inheritance in colleges and universities.

3.2.3 A lack of well-developed integration methods

To integrate the excellent traditional Chinese culture into the art education curriculum of colleges and universities, it

is necessary to find appropriate teaching methods and strategies. However, in the actual operation process of some colleges and universities, there is still a lack of perfect integration methods. For example, in the process of integrating traditional culture into art education, some teachers place too much emphasis on encouraging students to imitate traditional techniques and styles, and neglecting to guide students to understand and innovate. As a result, the works created by students lack individuality and creativity, and cannot truly reflect the connotation of traditional culture. Or when integrating traditional culture into art education, they only stay at the superficial level, such as simply asking students to draw works with traditional themes, without digging deep into the connotation of traditional culture. In addition, some teachers rely too much on traditional teaching methods such as lectures and demonstrations, and lack diversified teaching methods combined with modern educational concepts. As a result, students lack interest and motivation in the learning process, and it is difficult for them to truly grasp and apply traditional cultural knowledge [5].

3.2.4 The curriculum is not matched

Some colleges and universities may lack sufficient attention to the excellent traditional Chinese culture in the curriculum of art education, resulting in a disconnect between the curriculum and the integration of traditional culture. This makes it difficult for students to fully understand and experience the charm of traditional culture in the learning process. For example, the art education curriculum system of some colleges and universities may not fully cover the relevant content of traditional culture, such as Chinese art history, traditional art techniques, folk art, etc. This makes it difficult for students to systematically understand and master traditional cultural knowledge in the learning process. Some colleges and universities may focus too much on Western art history, Western art theories and techniques in the curriculum of art education, while ignoring the status of China's excellent traditional culture in art education. Or there may be a problem that the curriculum is out of touch with the actual needs, and too much emphasis has been placed on theoretical teaching with practical teaching neglected.

4 Path analysis of integrating China's excellent traditional culture into the art education curriculum of colleges and universities

4.1 Improving the traditional culture training system, and strengthening teachers' ability to integrate traditional culture into teaching

In order to ensure that excellent traditional culture can be fully integrated into the art education curriculum of colleges and universities, it is necessary to ensure that teachers have the ability to integrate traditional culture into teaching. Therefore, it is necessary to build a traditional culture training system based on the needs of integrated teaching, and help art teachers improve their traditional cultural skills by organizing training courses on traditional cultural skills. In addition, experts with rich experience and skills in traditional culture can be invited to give lectures, so that teachers can better understand and master traditional cultural knowledge. Schools need to encourage art teachers to participate in practical activities related to traditional culture, such as calligraphy and painting exhibitions, intangible cultural heritage projects, etc., so that teachers can improve their traditional cultural skills and increase their understanding of traditional culture in practical operations. It also need to establish a teacher exchange platform for art teachers to share their teaching experience in traditional cultural skills, learn from each other, and communicate with each other, so as to improve the traditional cultural teaching level of teachers.

4.2 Building a supporting resource library for art courses and enriching the types of traditional cultural resources

Colleges and universities should build a supporting resource library for art courses, and with the help of modern technological means, such as digital technology and big data technology, traditional art works, physical objects, and materials should be converted into digital resources, which are summarized and sorted out for online reference, learning

and research by teachers and students in colleges and universities. In addition, virtual reality (VR), augmented reality (AR) and other technologies can also be used to provide students with a more intuitive experience of traditional culture. Furthermore, universities should strengthen cooperation and share traditional cultural resources. For example, establishing cooperative relationship with other universities or institutions with rich traditional cultural resources, borrowing and sharing traditional art works and other resources with each other. They can also establish long-term cooperative relationships with museums, art galleries and other institutions, so as to make full use of the traditional cultural resources collected by these institutions. Colleges and universities may invite people from the intangible cultural heritage of folk art, local opera, traditional handicrafts, etc., to serve as part-time teachers or cooperate in teaching activities, so that students can get close to and understand traditional culture [6].

4.3 Strengthening the integration of traditional culture into teaching and research actions, and forming a plan for the integration of traditional culture

In order to ensure the effect of integrating China's excellent traditional culture into the art education curriculum of colleges and universities, it is necessary to improve the integration method. Teachers should guide students to understand the connotation of traditional culture in the teaching process, and encourage students to exert their imagination and creativity, rather than simply imitating traditional techniques and styles. Through heuristic teaching, it helps students better understand and innovate traditional culture, and dig deep into the connotation of traditional culture. For example, when teaching works with traditional themes, teachers can explain in combination with historical background, cultural connotation and other aspects, so that students have a more comprehensive understanding of traditional culture. In addition, teachers should avoid using traditional teaching methods such as lectures and demonstrations, and should combine modern educational concepts and use diversified teaching methods. For example, project-based teaching, group cooperation, case analysis and other methods can be used to stimulate students' interest and motivation in learning, and improve students' ability to grasp and apply traditional culture. At the same time, teaching and research actions should be carried out, and research groups should be formed to continuously study the methods of integrating traditional culture to ensure that the program can be continuously optimized and improved.

4.4 Developing school-based curricula to ensure the effectiveness of integrated teaching

In order to ensure that there are supporting courses and that the curriculum meets the requirements of integrating traditional culture into the art curriculum, it is necessary to develop school-based curricula and improve the existing curriculum. Colleges and universities should re-examine the curriculum of art education to ensure that the curriculum covers the relevant content of China's excellent traditional culture, such as Chinese art history, traditional art techniques, folk art, etc. In the curriculum, colleges and universities should pay attention to the comparison between Chinese and Western cultures, so that students can better know and understand the status of China's excellent traditional culture in art education. This will help to improve students' attention to traditional culture, and increase the proportion of practical teaching, so that students can better experience the charm of traditional culture and improve their understanding and interest in traditional culture. In the development of school-based curriculum, colleges and universities should encourage art teachers to participate in the curriculum and fully listen to teachers' opinions and suggestions. Teachers' knowledge and love of traditional culture can help to better integrate traditional culture into the curriculum. The curriculum should be regularly evaluated and adjusted to ensure that it is in line with actual needs [7].

5 Conclusion

To sum up, integrating the excellent traditional Chinese culture into the art education curriculum of colleges and universities not only helps to improve the quality of art education, but also is an important way to cultivate students'

cultural self-confidence and inherit the excellent traditional Chinese culture. However, the integration of traditional culture still faces many challenges, which need to be improved by further improving the traditional culture training system, building a supporting resource library for art courses, strengthening the integration of traditional culture into teaching and research, and developing school-based curricula to ensure the effectiveness of integrated teaching.

Acknowledgments

Project fund: Project of the Institute of Educational Sciences(2021), Yili Normal University, "Research on Stick Figure Teaching of Preschool Education under the Concept of OBE" (Project No.: JKS202103).

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

References

- [1] Luo X. 2023. The realization path of integrating Chinese excellent traditional culture into curriculum ideological and political education in colleges and universities: a review of the "three golds" excellent teaching design cases of curriculum ideology and politics (Second Edition). *Educational Theory and Practice*, 43(14):2.
- [2] Zhu XD. 2023. Research on the reform of integrating Chinese traditional culture into art appreciation courses in colleges and universities. *Art Education Research*, 9:131-133.
- [3] Zhang TT. 2023. Research on the integration of folk culture elements into the curriculum of fine arts in colleges and universities from the perspective of ideological and political education: a case study of oil painting course in fine arts. *Art Education Research*, 6:70-72.
- [4] Huang YY, Liu J. 2023. Research on the integration of Chinese excellent traditional culture into the ideological and political construction of art curriculum: a case study of preschool education. *Times Report(Rush)*, 2:118-120.
- [5] Guo J. 2022. Practice and exploration of integrating traditional culture into art courses in higher vocational preschool education. *Journal of Hubei Open Vocational College*, 35(22):153-154+157.
- [6] Tan X. 2022. The value and approach of integrating traditional culture into art teaching in preschool education in colleges and universities. *Art Education Research*, 9:148-149.
- [7] Mou L, Guo LY, Ye ZZ. 2021. Integrating traditional culture into the curriculum of physical education in colleges and universities: theoretical reflection and path discussion. *Journal of Southwest University(Social Sciences)*, 47(06):115-122.