

Introduction of Chinese Traditional Culture in Art Education

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Abstract: Traditional culture is the link between human beings and their ancestors, which affects the development of nations and countries. Chinese traditional culture art is permeated in art education. Traditional culture art and modern culture art complement each other and cannot be separated. The development of traditional art cannot be separated from modern cultural art. At the same time, the success of modern cultural art also needs to be based on traditional cultural art. In order to stimulate college students to have a strong interest in traditional culture, it is necessary to keep pace with the times in the light of the current actual situation, and at the same time to guide students to accept the elements of modern cultural art while infiltrating Chinese traditional cultural art in college art education. The innovative teaching method can fully arouse the students' enthusiasm of active study and help students form a correct understanding of the traditional culture and fine arts of the motherland. We should lead students to establish a correct attitude towards traditional Chinese cultural art, pay attention to the teaching of cultural connotations, and use innovative teaching methods to improve students' enthusiasm and autonomy in learning traditional cultural art.

Keywords: Art education; Traditional culture; Quality education

1. Introduction

Traditional culture is the link between human beings and their ancestors, which affects the development of nations and countries. In the environment of strong impact of western culture, it is very important to understand and understand the fine arts of national traditional culture and attach importance to their good inheritance. How to infiltrate the traditional Chinese cultural art into the quality education of fine arts, and make better use of quality education to enhance the national self-confidence and the sense of responsibility of protecting the national culture of every Chinese people? It is worth thinking deeply about the art educators[1]. In the face of the surging tide of each other's thoughts and cultures in the world today, the demands for cultural development after the development of the country and the improvement of the people's living standards, and in the face of the diverse and active situation of social and cultural life, More importantly, in the face of many disharmonious social civilization phenomena, how to further develop, prosper the socialist culture, improve the soft power of national culture, is a major and urgent task for our educators[2]. The return of the traditional culture and the further excavation of the value of the traditional culture play a positive and important role in the reform of contemporary art education and have an urgent need. Inheritance is one of the values of art curriculum education, but in today's art education, we despise or even ignore our traditional Chinese culture. In art education, we usually do not know enough about the value function of traditional culture to art education, so

we need to deepen our understanding of the connotation of traditional culture, with students as the core of cultural inheritance. Let the traditional culture return and inherit in the fine arts education[3].

2. Importance of Chinese Traditional Culture art in College Art Education

Art is rooted in the soil of culture, which endows the nation with profound connotation. Only when we have a certain understanding of traditional cultural art can we have the initiative of appreciation from the heart and enjoy the pleasure brought about by it. Only in this way, the Chinese traditional cultural art can be consciously inherited and developed, and it has become a kind of fine arts accomplishment of people themselves. Education plays an important role in the process of cultivating this kind of accomplishment. The New Curriculum Standard of Fine Arts points out that "fine arts learning is not a kind of simple skill training, but it should be regarded as a kind of cultural study". "Fine arts curriculum has humanism, it is the main way of aesthetic education in schools, it is the compulsory course for all students in the nine-year compulsory education stage, and it plays an irreplaceable role in the process of carrying out quality-oriented education[4]. In order to educate students, we should first of all let them understand the long culture of our nation, and on this basis, we should critically absorb and utilize the foreign culture, thus providing a complete and rational cultural value orientation for the students' learning and growing up process[5]. Art can nourish the soul and en-

hance the meaning of human existence. Art education leads students to understand beauty. The resulting pleasure can not only arouse good feelings, stimulate students' love of life, but also strengthen the study and exploration of the traditional culture of the nation. It can also enhance students' love of the nation and the motherland.

However, it should be noted that the penetration of Chinese traditional culture and art in art education is not a one-sided exclusion with extreme emotional color, nor is it a rigid copy of traditional cultural art, but it needs to stand at the height of the world. It is the way of modern art education to absorb advanced culture and develop Chinese traditional culture art widely and flexibly[6].

3. Chinese Traditional Culture Enriches Humanistic Value of Art Education

3.1. Connotation of Chinese traditional culture

Chinese traditional culture has a long history, rich connotation and profound, it is the essence and important part of Chinese culture. Chinese famous cultural scholars believe that "culture" mainly includes three levels, one is thought, consciousness and idea, the other is "cultural relic", and the third is "system and custom". Culture reflects the relationship between man and nature and between human beings[7]. There have been many representative works of art and materials throughout China, such as painted pottery, bronzes, sculptures, stone portraits of the Han Dynasty, murals, and so on, all of which are rich in vivid cultural connotations. It's a good educational material. The Confucian thoughts of "benevolence, righteousness, propriety, wisdom, faith, modesty and gentleness, and benevolence for love", as the "Kong Mencius way", condense the soul of art artists, flicker their noble codes of conduct, and influence generations of people. It can be described as "being a man first, then painting", is a true portrayal of people.

3.2. Contemporary art education embodies the shaping of humanistic value

With the deepening of the new art curriculum reform, the status of art education in the basic education can be rebuilt. We should focus on understanding the art curriculum from the perspective of education and culture, not from the single, narrow perspective of art education. Because the fine arts of every kind, every era are related to a special, specific cultural background and are also an expression of culture, we must regard guiding students to participate in cultural exchanges and inheritance as one of the values of the fine arts curriculum. In art education, humanistic literacy is fully embodied. The new curriculum reform also regards the cultivation of students' aesthetic taste and aesthetic quality as an important part of school education and pays attention to the combination of

humanistic spirit and tradition. The art curriculum standard of compulsory education clearly points out that art education should be connected with life, art learning is not only a kind of simple technical means of training, art learning should improve aesthetic awareness and aesthetic ability, strengthen the love and sense of responsibility for nature and human society. All of these reflect the requirements of art education for the creation of humanistic value.

3.3. Chinese traditional culture sublimates humanistic literacy of arts education

In art education and creation, traditional culture is the fertile soil and endless source, but also the cornerstone of the success of the masters of art and art. The study and inheritance of traditional culture has created generations of fine craftsmanship and noble humanistic literacy master, five thousand years of history and culture have confirmed the important value of Chinese traditional culture to the arts and fine arts in the cultivation of humanistic literacy, and constantly sublimated the humanistic literacy and artistic level of the masters of the past dynasties. In the contemporary we need to inherit and develop the traditional culture, so that it can be inherited and developed in the art education, so that the traditional culture can be returned, developed and innovated in the art education.

4. Analysis of Strategies of Infiltrating Chinese Traditional Culture Art in College Arts Education

4.1. Leading students to establish a correct attitude towards Chinese traditional culture and arts

The rich and colorful traditional culture art is the bond which maintains the Chinese nation, it is the source and the foundation of the Chinese splendid culture, is the important carrier of the national spirit and the emotion, is the cultural wealth which the ordinary people pass down from generation to generation. But culture also needs multiple development and comprehensive innovation, which depends on cultural symbiosis, only through the process of interaction can there be a good situation of competition and development. Therefore, while permeating Chinese traditional culture and fine arts in art education, we also need to adopt an inclusive attitude towards foreign cultures and absorb and draw lessons from the fine arts essence of other nationalities. This is also to better promote the development of national culture and fine arts. For example, when teachers guide students to appreciate traditional Chinese art works and picture materials (such as painted pottery, murals, stone carvings, stone reliefs, etc.), and when they know representative artists, emphasis should be placed on the background of the times in which the works and artists live, and a brief

analysis of the ideological content and art forms of the works.

On the basis of the students' understanding of the basic situation, the main ideas and art techniques to be expressed in the works are analyzed, and the national traditional cultural art and the foreign cultural art are objectively compared and explained. To help students establish an objective and impartial attitude towards the traditional cultural art of their own nation, and guide students to gradually deepen their understanding of the broad and profound Chinese traditional cultural art. Finally, with the teaching summary, it can arouse the students to the motherland long, splendid traditional culture fine arts love feeling, strengthen the national pride and the pride, thus deepen their love for the Chinese nation.

4.2. Pay attention to imparting the knowledge of Cultural connotation in the course of teaching

In the process of practical teaching, some schools blindly carry out the "infusion" education of traditional cultural art knowledge, which makes art education become history education. The cultural and spiritual connotations are ignored in teaching, and a large amount of theoretical knowledge is simply imparted, instead of guiding students to understand the cultural connotations and national spirits reflected from the fine traditional cultural fine arts. For example, arts and crafts are generally associated with specific regional culture and have a relative spatial locality. In ancient times, due to the objective limiting factors such as region and nationality, the specific geographical environment bred and nurtured a specific civilization, including people's life style and customs, as well as people's aesthetic experience and aesthetic taste. Most of the excellent traditional cultural art works enjoyed by students have a long history, and it is difficult to appreciate and communicate with them in the absence of relevant experience and understanding[8].

Therefore, art educators should fully understand the students' interests and interests and the law of psychological changes from the perspective of students, and attach importance to the consideration of the students' actual living environment, life experience, as well as specific emotional and emotional changes, etc[9]. To help students who know nothing or know little about Chinese traditional culture art to learn art knowledge systematically and create their own love of art. Using the rich cultural connotation and lofty spirit of the Chinese traditional art to infect the students, let them be influenced by emotion in the course of their study, and stimulate the love of the traditional national culture art.

4.3. Attaching importance to the innovation of the concept of art education

First of all, strengthen the contact between students and local traditional cultural resources. To carry forward the

essence of traditional culture art plays an active and important role in helping students understand national culture, improve their spiritual state, fine arts quality and aesthetic ability. Art educators should attach importance to the local traditional cultural resources, infiltrate them into the practice of art education, and let students feel the simplicity, frankness and freedom of folk traditional art in the thick atmosphere of traditional folk culture. According to the actual conditions and conditions, students can be organized to visit the ancient buildings around the school or observe folk art, in the form of field visits, photographs, sketches and other forms, combined with the local human environment, causing students to take the initiative aesthetic experience. Students are asked to present their experience and findings in a variety of art ways to facilitate communication and sharing among students. It helps them to deeply perceive the cultural connotation and humanistic feelings of folk traditional culture and fine arts. Secondly, encourage students to learn Chinese traditional culture art independently. In teaching practice, students' self-interest should be the main factor, and the standardization of traditional production procedures should not be overemphasized. Students should be encouraged to design new subjects and develop new subjects that have never been tried. Pay attention to the communication between students and teachers so as to complete the learning of appreciation and practice successfully. Take folk art as an example, folk art is created by the masses of laboring people, which is consistent with people's living custom, belief style and aesthetic hobby. Folk art is widely used in our daily life and has strong vitality and appeal. Therefore, teachers can make use of the characteristics of folk art to introduce environmental creation and design into art education, teaching and curriculum design. For example, students are organized to affix New year's pictures on the walls of the classroom, hang their faces, and introduce some schemata, symbolic meanings of modeling, especially the contents of schemata, traditional etiquette and folklore culture. This not only helps to cultivate students' good habit of appreciating folk art works, but also promotes their thoughts to be sublimated in the thick folk culture and fine arts atmosphere.

5. Conclusions

As a country, a nation, without excellent traditional culture, the support of national humanistic spirit, there will be nothingness and alienation. Therefore, we art educators should fully excavate, effectively utilize the excellent traditional culture, serve for the fine arts education, promote the humanism spirit, its effective result will certainly benefit the inheritance, innovate the traditional culture, form the virtuous circle, Ability and quality to achieve a win-win. To integrate traditional culture into art teaching, to experience the charm of traditional cul-

ture, to combine with the specialty of art teachers, to carry out artistic practice activities such as traditional Chinese painting, calligraphy, paper-cut, print, Chinese knot, New year's painting, face, clay sculpture, and so on, and to excavate local art elements. The related contents of inheriting the traditional culture are arranged in the teaching material, so that the education goes deep into the life, runs through the life, and improves the quality of the fine arts education.

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