

Application of Folk Art Resources in Art Education

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Keywords: Art education, Folk art resources, Integration

Abstract: Folk art resources are rich in form and quantity, which is a huge art resource library. The effective integration of folk art resources into art education can reflect various teaching values. This paper first introduces the folk art resources in China, then discusses the positive significance of integrating folk art resources into art education, and finally analyzes the integration path, hoping to provide some reference for art teachers and related researchers, and promote the development of art education.

1. Introduction

Under the background of advocating the cultivation of students' comprehensive quality, art education also needs to achieve innovation and upgrading, expand teaching content, integrate rich folk art resources into art education classroom, and build a broader art education space for students. China's folk art resources are very rich, which resources should be integrated into and how to integrate them are all problems that need to be considered. Therefore, art educators need to strengthen research to find an effective integration path of folk art resources and art education. Analysis of folk art cultural resources folk art cultural resources are the beginning of all art forms. As early as 6000 years ago, the folk art cultural resources in the Neolithic Age mainly involved painting and crafts. Folk art culture is the culture produced by human activities in the process of daily life and production. These folk art and cultural resources have certain regional and national characteristics, which can reflect people's yearning and desire for life. Folk art cultural resources are created by all ethnic groups in the folk, and are directly related to life and production, including rich forms of folk activities, activity content and activity art. In the process of the development of the times, folk art cultural resources are more artistic and regional, which can highlight the traditional art forms and culture of various nationalities.

2. The Importance of Integrating Folk Art Resources into Modern Art Education

2.1 It Helps to Enrich the Connotation of Education

Folk art cultural resources are the wealth left in the historical development of folk art. They contain rich aesthetic knowledge in shape, color and connotation. Integrating into modern art education can promote the enrichment of education connotation, provide good art education resources and substantial content for students, and help to promote the overall development of students' artistic quality and comprehensive ability.

2.2 It is Helpful to Cultivate Students' Innovative Ability

Most of the folk art cultural resources have practical significance, so actively integrating folk art cultural resources into modern art education can promote the improvement and development of students' innovation ability. If the ceramic, paper-cut, painting and other art and cultural resources are applied to the modern art education classroom, it can increase the innovative elements, promote the formation of students' divergent thinking, enhance the students' thinking activity, enhance the innovation ability, and meet the basic needs of the current quality education.

2.3 It is Helpful to Cultivate Students' Aesthetic Ability

In recent years, China's rapid economic development, people's material living standards continue to improve, in the spiritual and cultural needs are increasing. In this trend, rich spiritual and cultural elements should be integrated into the field of education to cultivate talents with comprehensive quality and professional ability. Especially in the new era of social background, in order to meet the requirements of educational development, we should pay attention to the development of students' aesthetic ability, let students consider problems with innovative thinking and unique artistic perspective in the process of learning modern art knowledge, and form a good aesthetic quality^[1]. The traditional modern art education is affected by many factors. It is often difficult to shape students' aesthetic ability, and it is difficult to take effective measures to promote the development of students' aesthetic ability. With the integration of folk art cultural resources into modern art education, teachers can use art and cultural resources such as painting, embroidery, ceramics and paper cutting to cultivate students' practical operation ability and aesthetic ability, so that students can find, find and experience beauty in the process of learning and operation, form correct aesthetic consciousness and enhance creativity.

2.4 It Helps to Inherit Traditional Culture

The integration of folk art culture resources into modern art education can promote students to inherit traditional excellent culture and enhance their comprehensive quality and professional quality. At present, most of the students in the process of learning modern art curriculum knowledge still lack the sense of identity and enthusiasm of inheriting traditional culture, which is not conducive to the inheritance and development of excellent traditional culture, and it is difficult to meet the basic requirements of the current education work. The integration of folk art cultural resources into teaching can fully explain the cultural knowledge, artistic connotation, customs and crafts of folk art for students^[2]. It can not only cultivate students' sentiment, but also improve students' love and recognition of folk art culture, form correct cognition, independently inherit and carry forward the excellent traditional culture of China Personal responsibility.

3. The Dilemma of Integrating Folk Art Resources into Art Education

Although folk art resources into art education activities play a significant role, but from the current teaching practice, there are still some difficulties, leading to the integration of folk art there are obstacles. First of all, the integration path is single and not diversified enough. From the current actual situation, folk art resources into art education, generally take the way of teaching expansion. This method is limited and low-level, and needs to be improved and optimized to make the integration path more diverse. Secondly, they did not pay attention to students' interests. Interest is the main motivation to stimulate students' learning. The integration of folk art resources into art education needs to pay attention to students' interests. At present, some teachers ignore the students'

interest when they integrate into folk art resources^[3]. The content and the way of integration are inconsistent with the students' interest, which leads to poor teaching effect and difficult to achieve the expected teaching objectives. Finally, the integration of folk art resources pays more attention to the theoretical level and lacks practical links. As the so-called “practice leads to true knowledge”, only through practice can students deeply understand and master the relevant folk art resources. In the current teaching, the introduction of folk art resources tends to be more theoretical and less practical, which will not only reduce students' interest in learning, but also lead to students' failure to form in-depth understanding and reduce teaching efficiency.

4. Ways of Integrating Folk Art Resources into Art Education

4.1 Bringing Folk Art into Art Teaching Content

The most direct way to integrate folk art resources into art education is to bring folk art resources into art teaching content. From the essence of art teaching activities, both expansion and extension can be selected according to the needs, but they still need to be promoted according to the textbook, which can not be completely separated from the textbook. If teaching activities are separated from teaching materials, they will not meet the basic requirements of educational activities^[4]. Therefore, in such a context, in order to ensure that folk art resources can be integrated into art education as much as possible, it can be included in art teaching content, so that folk art can get enough teaching time in the art classroom, which lays the foundation for the effective integration of folk art resources in art education. To achieve this goal, on the one hand, we need to pay more attention to the folk art resources in the compilation of teaching materials, and set up a special folk art knowledge plate; on the other hand, we need teachers to reasonably introduce folk art resources into classroom teaching according to the actual situation of art teaching.

4.2 Open Folk Art Theme Education Activities

In addition to the direct introduction of folk art resources into the teaching content, folk art resources can also be integrated into art teaching through the form of theme art education activities. For example, there is a category of food modeling in folk art resources. Based on this category of art resources, teachers can create an art activity with the theme of “creative steamed bread”, in which students can make their own steamed bread, shape the steamed bread, and finally process them into finished products. Such activities can realize the effective combination of folk art resources and art education, which is attractive to students, can greatly improve students' participation, and enable students to deepen their understanding of relevant art knowledge in the process of participation. For example, for the traditional paper-cut art, the theme art activity of “creative paper-cut competition” can be set up to let students give full play to their creativity and create paper-cut works^[5]. Through the theme activities, folk art resources and art education can be effectively combined, which can let students actively participate in, which has a significant effect on improving students' art skills.

4.3 Using Information Technology to Introduce Folk Art Resources

China's folk art resources are very rich, but some folk art resources are facing the risk of loss, and some folk art resources are very limited, which makes it difficult to inherit and protect them, and it is difficult to integrate them into art education. Such as shadow puppets, puppets, such folk art production process is more complex, it is difficult to let students learn in the short time of art class. If you want to introduce puppet show, there is a very good carrier, that is, the form of

animation. At present, there are many puppet animations on the network. All the animation characters are performed by puppets. The puppet operators operate puppets to complete various actions, and then take pictures for animation. Students are generally interested in animation, through animation let students understand puppet play, and then carry out the relevant art knowledge teaching, so as to achieve better results. In addition to using information resources to introduce folk art, we can also use information technology to integrate folk art resources. For example, Kongming lock is an ancient wooden toy in our country. It only uses mortise and tenon structure to achieve splicing without the help of external forces. The internal structure is very ingenious, which is the embodiment of the diligence and wisdom of the ancient Chinese working people. When teachers introduce this kind of wooden toys into art education, they can use information technology to demonstrate the internal structure of Kong minglock in three dimensions, so that students can have a better understanding of this folk art.

4.4 Reasonable Development of Social Practice of Fine Arts

The integration of folk art resources into art education can not be limited to the classroom, but also from the perspective of extracurricular activities, so that students can form a correct understanding of folk art resources in the process of social practice^[6]. For example, teachers can carry out local folk art resources investigation activities, let students be divided into 4-6 members of the investigation team, to visit the local folk art forms, folk artists, etc., and collate the survey results into an investigation report. In addition, we can also carry out folk art practice activities, organize students to practice in some folk art studios, or visit some folk art exhibitions, etc. The social practice of fine arts can deepen students' understanding and make the integration of folk art resources more effective.

5. Conclusion

To sum up, actively integrating folk art culture resources into modern art education is helpful to cultivate students' innovation ability, aesthetic ability and excellent traditional culture inheritance ability, which has a very important role. Therefore, teachers must attach importance to the integration of folk art cultural resources in modern art education, formulate a perfect teaching plan, follow the development principle of keeping pace with the times, update teaching methods and modes, cultivate students' practical operation ability, innovation ability and aesthetic ability, raise the proportion of folk art cultural resources in modern art education, and make them play a positive role and advantages Give full play to it.

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