

# *On the Development of Art Education Based on the Inheritance of Traditional Culture*

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**Keywords:** Development, Education and teaching, Art education, Concept

**Abstract:** with the progress of society, art education has developed rapidly. From the contemporary art education, it contains more contents, not only involving technology, but also new art teaching knowledge in culture. At the same time, the new concept of art education is also constantly improving and improving, which plays an important role in art teaching and has a far-reaching impact. This paper mainly discusses how to treat the development of art education from the perspective of traditional culture.

## **1. Introduction**

The 21st century is an era of rapid development of science and economy, and people's ideas are also undergoing great changes. Under the control of instrumental rationality, art education tends to be utilitarian, standardized and mechanized. Some people are facing the problem of lack of value rationality. They have the characteristics of instrumental rationality and utility in the evaluation of art education. To a certain extent, the original subject attribute of art is weakened. Therefore, how to balance the instrumental rationality and the value rationality, as the premise to explore the way suitable for the development of contemporary art education, has become a problem in the field of art education. The goal of art education is to delight people's spiritual feelings. Education must adapt to people's own development needs. Therefore, art education must take care of people as the ultimate teaching goal. The Chinese nation has a long history. Learning traditional culture can greatly affect students' Outlook on life and aesthetics. The value of art education can be reflected through a person's quality. Fundamentally speaking, the ultimate value of art education is to inject art, culture and other nutrients into the cultivation of the basic quality of the whole people, so that the educated can realize lifelong benefits in their own development. The integration of Chinese traditional culture into contemporary art education conforms to the purpose and ultimate goal of art education, and is conducive to the inheritance and development of traditional culture.

## **2. Related Concepts of Traditional Culture and Art Education**

Traditional culture is evolved and gathered from human civilization. It can reflect the national characteristics and features in a real state, and reflect a series of thoughts, cultures and concepts in the historical development of the nation as a whole. All over the world, all nationalities have their own traditional culture. Art education is often called aesthetic education, mainly through the

aesthetic way to educate people. It is based on natural beauty, social beauty, artistic beauty and other forms of beauty, cultivating people's aesthetic concept and moral sentiment, and enhancing people's ability to feel, appreciate and create beauty as much as possible. Integrating aesthetic education into culture can make art education become a kind of cultural education, which is of great significance to the spread of culture. Art can be used as an effective means to meet the higher level needs of human beings, and can realize people's pursuit of ideals. Art education can, to a great extent, reflect the development of society and its civilization, and reflect the level of current education. As far as art education, people and society are concerned, they have a close relationship of mutual promotion and mutual construction. In order to make full use of the advantages of modern art education, we can combine the advantages of different forms of fine arts education at home and abroad<sup>[1]</sup>. Art education can be used as a basic means to help people build and improve their personality. For students, they can cultivate moral sentiment and cultivate their soul in the process of learning art. Only with high-quality personality and healthy mind, students can take a correct attitude towards and deal with the things around them, deal with interpersonal relationships under the guidance of the principles of understanding people, caring for people, respecting people and trusting people, and communicate with others in a pleasant atmosphere; in addition, they can also use correct aesthetic standards to restrict their own speech and behavior. Having a good aesthetic view is conducive to students to better find the beauty of things in life, so as to love life more.

### **3. The Relationship between the Inheritance of Traditional Culture and Art Education**

On the one hand, art education should be based on the cultural context of the times, and the content of art education needs to be enriched through traditional culture; on the other hand, art is one of the earliest and most important carriers of human culture. Through art education, traditional culture can be better inherited and developed. The two complement each other, promote each other and develop together. In the development of human history, it is a very important cultural behavior to convey emotions and thoughts through art. With the emergence and development of art, art education has a profound cultural heritage. It occupies a very important position in the whole process of human cultural development and even in the history of human development. It has a great role in promoting the development and dissemination of art and culture. In the process of social practice, the distinctive traditional culture gradually forms, which has an impact on the growth and development of individuals, and makes people regulate their own thoughts and behaviors unconsciously. As an important form of national spirit, culture has absorbed many national essences, and has been constantly promoted and renewed by the influence and promotion of education. Art education should not ignore the inheritance of culture. Culture provides soil and nutrients for the development of art and endows it with national connotation. In order to educate the students, we need to let them have a comprehensive understanding of their own national culture. On this basis, we should selectively absorb foreign advanced culture to ensure the formation of a complete and correct cultural value orientation in the process of continuous learning and growth<sup>[2]</sup>. Otherwise, students are likely to be influenced by foreign culture and lose their judgment criteria. In order to obtain a high-quality healthy life, people need to create a material foundation, nourish the soul with art, so as to realize the continuous sublimation of survival value. Art education can stimulate people's good feelings and guide people to love life. If the national culture wants to have vitality, it must be sustainable growth, which requires educators to shoulder the heavy responsibility of inheriting and carrying forward the traditional culture and national art, improve their self-consciousness, sense of responsibility and sense of mission, and constantly promote under the support of academic guidance, public opinion propaganda and educational practice. Therefore,

education has become the main way of cultural inheritance and development.

## **4. Strengthen the Contact between Students and Traditional Cultural Resources**

### **4.1 Accumulate Folk Art Materials and Establish Teaching Database**

For example, the embroidery of Zhuang brocade, Dong brocade, Miao and Yao people in Guangxi, the wind rain bridge and wooden building structure of Dong people, the numerous stone carving art along the Lijiang River, and the Huashan rock painting art on both sides of the ancient Zuojiang River in Baise area<sup>[3]</sup>. Make full use of these favorable conditions, go deep into ethnic areas, experience life, collect and accumulate folk art materials, establish and develop art education database and data cabinet, and use modern methods such as video and photography to collect and preserve original materials, which directly serve the development of ethnic art education.

### **4.2 The Teacher's Specialty Should Be Brought into Full Play**

Give full play to teachers' respective expertise, let them choose their own professional expertise as the main line of skill training, absorb nutrition from folk art, compile teaching materials, enrich teaching contents, and form diversified teaching methods in practice.

### **4.3 Mining Folk Art, Optimizing Classroom Structure and Improving Teaching Efficiency**

They regard classroom teaching as the breakthrough point of art teaching reform, use modern teaching means in classroom teaching, excavate national culture, and improve the quality of national art teaching<sup>[4]</sup>. We can use vivid and concrete methods to attract students, stimulate their interest, and change the teaching of raw and hard fruit board into interest teaching, so that students' learning will be changed from passive to active, and they will have special interest in handicraft production and design.

### **4.4 Carrying out Extracurricular Activities with National Characteristics**

We should make full use of the space of extracurricular activities to carry out handicraft production and design with national characteristics, so as to deepen the education of national fine arts. Some teachers hold exhibitions of ethnic minority life, cultural and art pictures and folk art works, as well as handicraft works exhibitions of former students. After arousing students' strong interest in ethnic arts and crafts works, some teachers use weekends to teach ethnic arts and crafts and other related knowledge, and then patiently and concretely guide students to practice and create. After a period of teaching, the exhibition of students' works is held, and students are encouraged to study hard through evaluation<sup>[5]</sup>. In addition, students should be allowed to go out of school to visit various art exhibitions. Through extracurricular activities, students can learn more and more extensive knowledge, so as to improve their cultural and artistic quality. Through the above activities, students' national self-confidence is enhanced, and their aesthetic ability and creative level are improved, which lays a solid foundation for students to engage in national art education in the future. This kind of teaching practice is very worthy of our educators to learn and explore.

## **5. Research on the Development Trend of China's Fine Arts**

### **5.1 Set Up a New Concept of Art Education**

Teaching students in accordance with their aptitude is suitable for all kinds of teaching, and art

teaching is no exception. The essence of art education is to carry out targeted teaching according to students' age characteristics and personality differences, and then combine professional theoretical education with practical teaching activities, so as to achieve the teaching effect of enriching students' basic professional knowledge and skills, so as to make students constantly improve themselves in the process of practice, and finally realize their own value. However, under the impact and influence of social secular thoughts, many art education concepts are different. In this way, to a certain extent, it can improve the students' art professional skills as the main teaching task, and often ignore the training of students' artistic accomplishment and the cultivation is relatively strong. As a result, art creation forms are particularly innovative, but the specific content of creation is still lack of positive factors. If we want to promote the development of art education, we must take action on education and teaching. We can improve the standards of art education, so as to achieve the comprehensive development of education.

## 5.2 Strengthening the Quality Construction of Art Teachers

In order to achieve the goal of the benign development of art education, we must establish the correct art guidance rules, and also need a high-quality art teacher team. Because the quality level of art teachers directly affects the quality and effect of art education, we should pay attention to the teaching level of art teachers at this time, and this is the main influencing factor<sup>[6]</sup>. In this case, we should strengthen the quality construction of art teachers, inject fresh vitality and vitality into the whole art teachers, give full play to the role of teachers, constantly explore, and actively seek new solutions, so as to create a young and middle-aged art teachers with complementary advantages, making art education always in the forefront of the development process.

## 6. Conclusion

To sum up, the essence of art education needs to be studied according to the actual situation of each person, so as to realize its own value. So for some foreign experts and scholars, the school must find the entry point related to art education, especially in the teaching of cultural courses, pay special attention to the moral education of students and learn to be a healthy person with values. Therefore, it is necessary to constantly improve the concept in the process of art education and teaching, and improve the existing obsolete teaching mode. In order to create art professionals who meet the needs of modern society, we must combine theoretical teaching and practical art education knowledge to a certain extent, adapt to the development needs of the new era, and promote the healthy development of students' aesthetic education.

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