

# *The Role of High School Art Education in Cultivating Students' Intercultural Understanding*

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**Abstract:** Under the background of globalization, cross-cultural understanding has become an important part of students' comprehensive quality, and art education has obvious advantages in cultivating students' cross-cultural understanding because of its unique visual language and cultural inheritance function. Firstly, this article combs the theoretical basis of high school art education and cross-cultural understanding, and defines the definition and goal of art education and the conceptual framework of cross-cultural understanding. Subsequently, through in-depth analysis of the practical exploration of high school art education in cultivating cross-cultural understanding and the establishment of assessment and feedback mechanism, the specific role of art education in promoting the development of students' cross-cultural understanding is revealed. It is found that through well-designed art education courses and activities, students can more intuitively contact and understand works of art under different cultural backgrounds, thus enhancing respect and tolerance for multiculturalism. At the same time, an effective assessment and feedback mechanism can ensure the continuous optimization of instructional effect and provide strong support for students' cross-cultural learning.

## 1. Introduction

With the deepening of globalization, cross-cultural communication has become an indispensable part of daily life and international cooperation [1]. With the rapid development of information technology, the world has become more and more closely connected, and people with different cultural backgrounds have more and more frequent interactions in various fields [2]. However, this cross-cultural encounter is not always harmonious, and misunderstandings and conflicts caused by cultural differences sometimes occur [3]. Therefore, cultivating talents with cross-cultural understanding has become one of the important tasks of the current education system [4].

As an important carrier of cultural inheritance and innovation, art education can not only enhance students' aesthetic taste and creativity, but also show unique advantages in cultivating cross-cultural understanding [5]. Through the appreciation and creation of art works, students can cross the boundaries of language and region, intuitively feel the unique charm of different cultures and enhance their respect and understanding of multiculturalism [6]. The purpose of this study is to explore the specific role of art education in senior high school in cultivating students' cross-cultural

understanding, and to provide theoretical support and practical guidance for optimizing art curriculum and improving instructional quality.

The core purpose of this study is to reveal how art education in senior high school can effectively promote the development of students' cross-cultural understanding through its unique teaching content and methods. Through in-depth exploration of related issues, this study hopes to provide useful reference for practitioners, researchers and policy makers of art education in senior high schools.

## 2. Theoretical basis of high school art education and cross-cultural understanding

### 2.1. Definition and goals of art education

Art education is an important part of art education, which aims to cultivate students' ability to perceive, appreciate and create beauty through systematic curriculum design and rich teaching activities [7]. It is not only a skill teaching, but also a process of cultural inheritance and innovation. In high school, art education not only pays attention to the improvement of students' painting skills, but also pays more attention to stimulating students' pursuit of beauty and cultivating their aesthetic interest, innovative thinking and problem-solving ability through the appreciation and creation of art works [8]. Its ultimate goal is to promote students' all-round development and make them become young people of the new era with profound humanistic quality, good aesthetic taste and innovative ability.

### 2.2. Conceptual framework of cross-cultural understanding

Cross cultural understanding refers to an individual's ability to effectively understand, respect, and adapt to values, beliefs, customs, and behaviors in different cultural backgrounds during cross-cultural communication. It covers three levels: cognition, emotion, and behavior, as shown in Figure 1:

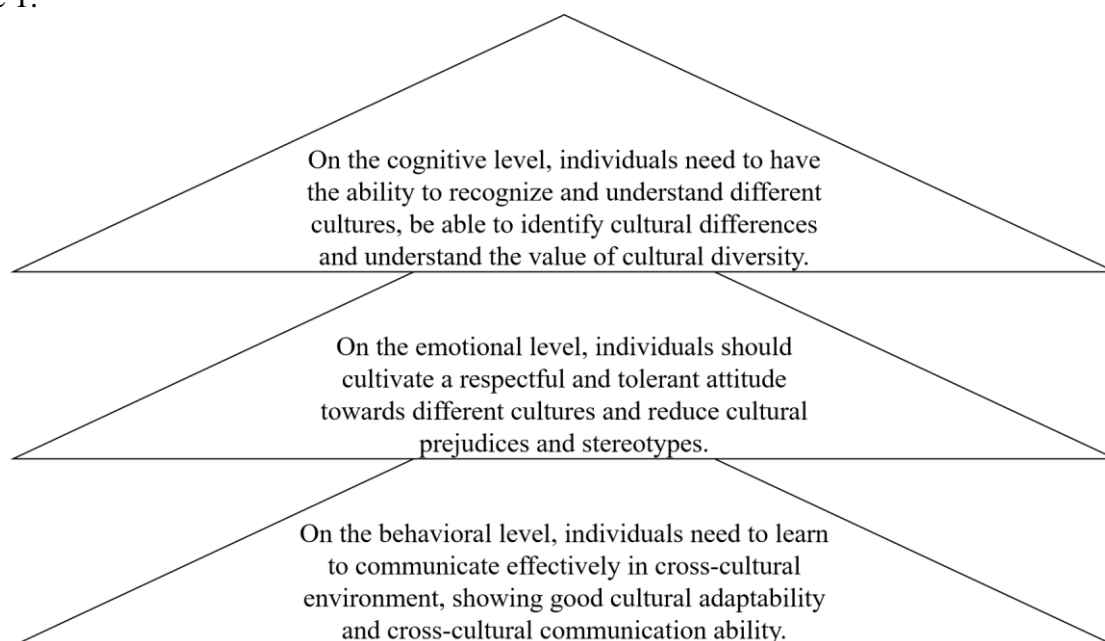


Figure 1 Cross-cultural understanding

The cultivation of cross-cultural understanding is of great significance for promoting students' international vision and enhancing their global competitiveness.

### 2.3. The relationship between art education and cross cultural understanding

There is a close internal relationship between art education and cross-cultural understanding. Art works are the carriers of culture, and they record the history, traditions and values of different cultures with unique visual language. Through the appreciation and analysis of art works, students can intuitively contact with the artistic expressions of different cultures, thus enhancing their understanding and respect for multiculturalism. The process of art creation itself is a process of cross-cultural communication. In the creative process, students not only need to use the painting skills they have learned, but also need to learn from and absorb the artistic elements of different cultures to innovate and express. This cross-cultural artistic practice can not only enhance students' artistic creativity, but also promote the development of their cross-cultural understanding. Project-based learning, art inspection and other activities in art education provide students with opportunities to experience different cultures, so that they can learn how to respect, understand and adapt to different cultural environments in practice. Therefore, art education has unique advantages and irreplaceable role in cultivating students' cross-cultural understanding.

## 3. Practical exploration of cultivating cross-cultural understanding in high school art education

### 3.1. Curriculum content and teaching material analysis

In high school art education, the choice of course content and teaching materials is the key to cultivate students' cross-cultural understanding. At present, many high school art courses have begun to pay attention to the integration of cross-cultural content, and provide students with a rich cultural perspective by selecting works of art from different countries and regions. Cross-cultural art works in high school art education are shown in Table 1:

Table 1 Cross-Cultural Artworks in High School Art Education

Region/Culture	Art Form	Artwork Examples
China	Traditional Art	Ink Painting: "Landscape" etc.
Western	Traditional Art	Oil Painting: "Mona Lisa" (Leonardo da Vinci) etc.
Africa	Modern/Contemporary Art	Tribal Art: Maasai Wood Carvings, Masks, etc.
Latin America	Modern/Contemporary Art	Mural Art: Works from the Mexican Muralism Movement (e.g., Diego Rivera's "The People's Wall") etc.

In addition, the design of teaching materials focuses on guiding students to understand and analyze works from multiple dimensions such as cultural background, artistic style and expression techniques, aiming to let students appreciate the diversity and richness of global culture from an artistic perspective. Some textbooks also combine art history with contemporary art practice, so that students can not only understand history, but also pay attention to the latest trends of global art, thus cultivating their international vision and cross-cultural communication ability.

### 3.2. Instructional methods and strategies

In order to cultivate students' cross-cultural understanding more effectively, high school art education has actively explored instructional methods and strategies. Situational instructional method is widely used in art classroom. By simulating the artistic creation environment under different cultural backgrounds, students can feel the cultural differences personally. For example, organize students to carry out "Cultural Day" activities, so that they can choose a country or region

and experience the characteristics of the culture in an all-round way through artistic creation, clothing display, music and dance, as shown in Figure 2.



Figure 2 Situational instructional method

Project-based learning is also an effective strategy to cultivate students' cross-cultural understanding. Teachers guide students to conduct in-depth research around a cross-cultural theme, such as "artistic exchange on the Silk Road" or "environmental protection art from a global perspective", and encourage them to collect materials, create works, and display and communicate through teamwork. This instructional method not only exercises students' research ability and creativity, but also promotes their in-depth understanding and respect for different cultures.

### 3.3. Assessment and feedback mechanism

Assessment and feedback are important links to test instructional effect and adjust instructional strategies. In the process of cultivating students' cross-cultural understanding, it is very important to establish a diversified assessment system. In addition to traditional homework and exams, teachers can also use observation records, project reports, oral speeches, peer assessments and other assessment methods to fully understand students' performance and progress in cross-cultural learning.

Setting up special assessment indicators of cross-cultural understanding, such as students' cognition of different cultures, cultural sensitivity and cross-cultural communication ability, is helpful to measure the instructional effect more accurately. Feedback mechanism is equally important. Teachers should hold regular individual or collective feedback meetings with students, listen to their opinions and suggestions on course content and instructional methods, and adjust instructional strategies in time to meet students' cross-cultural learning needs. At the same time, encourage students to evaluate and reflect on each other, and promote their mutual learning and growth in cross-cultural understanding. Through effective assessment and feedback, high school art education can continuously optimize teaching practice and better serve the cultivation of students' cross-cultural understanding.

## 4. Challenges and countermeasures

### 4.1. Challenges faced

In the process of cultivating students' cross-cultural understanding in high school art education,

educators are faced with many challenges. Resource limitation is a significant problem. Many schools, especially those in remote areas or lacking resources, may lack enough art textbooks, teaching tools and international art resources, which limits the depth and breadth of cross-cultural art education. Insufficient teacher training is also an urgent problem to be solved. Some art teachers may lack professional knowledge and teaching experience in cross-cultural education, and it is difficult to effectively design and implement cross-cultural art courses. In addition, cultural prejudice and stereotype are also a big obstacle. Students may hold preconceived ideas because of their lack of in-depth understanding of multiculturalism, which will affect their openness and acceptance of different cultures and arts. Traditional assessment methods often focus on mastering skills and knowledge, but ignore the assessment of students' cross-cultural understanding, innovation ability and global awareness.

## 4.2. Coping strategy

In view of the above challenges, this article puts forward the following coping strategies.

(1) The government and schools should increase investment in art education, especially the introduction and development of cross-cultural art resources, such as purchasing international art databases, holding international art exhibitions and inviting international artists to hold workshops. At the same time, using the Internet and digital technology, we can break geographical restrictions and expose students to richer global art resources.

(2) Organize regular cross-cultural art education teacher training, improve teachers' cross-cultural literacy, teaching design and implementation ability, encourage them to participate in international exchanges and broaden their horizons. It is also necessary to build an inclusive classroom culture. Teachers should create an open, respectful and pluralistic learning environment, encourage students to express their interest and curiosity about different cultures, and enhance students' understanding and respect for multiculturalism through group discussions, role-playing and other activities.

(3) Schools should establish a diversified and comprehensive assessment mechanism. It not only evaluates students' artistic skills and knowledge, but also pays more attention to their cross-cultural understanding, innovative thinking and global vision, and adopts various assessment methods such as project display, oral report and peer assessment to ensure the fairness and effectiveness of the assessment.

Through the implementation of these strategies, high school art education will be able to cultivate students' cross-cultural understanding more effectively and lay a solid foundation for them to become future talents with international vision and global competitiveness.

## 5. Conclusions

Through systematic research and exploration, this study found that high school art education plays an irreplaceable role in cultivating students' cross-cultural understanding. Through carefully designed course content, innovative instructional methods and comprehensive assessment system, art education has improved students' artistic literacy and creativity. At the same time, it opens a door to the world's multiculturalism for students, so that they learn to respect, understand and tolerate people and things with different cultural backgrounds in the process of appreciating and creating beauty. This process is of great significance to cultivate students' international vision, enhance their global competitiveness and promote cross-cultural communication.

In view of this, this article strongly appeals to educators and policy makers to attach great importance to and further strengthen the work of high school art education in cultivating cross-cultural understanding. Educators should constantly improve their cross-cultural literacy and

teaching ability, actively explore and practice more effective instructional methods and strategies, and provide students with more diverse and in-depth cultural and artistic experiences. At the same time, policy makers should increase investment in art education, especially in the construction of cross-cultural educational resources, teacher training and the improvement of assessment system, so as to create more favorable conditions for the cross-cultural development of art education.

With the deepening of globalization, cultivating talents with cross-cultural understanding is not only the mission of education, but also the cornerstone of building a more inclusive and harmonious world. Let's work together to contribute our wisdom and strength to the all-round development of students and the peace and progress of the world through the platform of high school art education.

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