

Art Exchange as a New form of Cross Regional Primary School Students' Dialogue in China

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Abstract: In China, the popularization rate of basic education has been increasing year by year with the rapid development of the social economy and the continuous progress of the education industry. However, despite significant progress, there are still some regional differences and imbalanced educational resources, which have led to greater educational challenges for students in certain regions. Due to regional environmental differences and imbalanced distribution of educational resources, students still face numerous educational problems, such as a lack of sufficient educational resources and relatively low levels of education. This study will focus on the artistic exchange between cross regional primary school students in China, which is an emerging form of educational dialogue aimed at deeply exploring its impact on education and cultural exchange. This article takes Daliangshan Yi Autonomous Prefecture as an example, and by analyzing the case of Daliangshan Yi Autonomous Prefecture, we will explore new methods of art education to promote art exchange among primary school students under regional environmental differences, and explore its significance and role in building cross regional dialogue.

Keywords: Artistic exchange; Art education; Cross regional educational dialogue

1. Introduction

With the development of society and technological progress, traditional face-to-face communication has gradually evolved into more diverse and innovative forms. Art exchange provides a very interesting and creative platform for primary school students. Through the display and exchange of art works, cross regional primary school students can understand, communicate, and interact with each other. Daliangshan Yi Autonomous Region is located in the southwest of Sichuan Province and is one of the areas with the most concentrated Yi population. However, due to geographical conditions and economic backwardness, the basic education level in the region is relatively lagging behind. ^[1] In this situation, art education, as a creative educational method, has great potential to improve students' creativity, aesthetic awareness, and comprehensive quality. Through art education, students can enhance their perception and understanding of life by observing and expressing their thoughts and emotions, and improve their thinking ability and creativity. ^[2] In addition, art education can also provide students with a way of communication, allowing students from different regions to better communicate with each other.

2. The impact of regional environmental differences on education

In modern society, with the support of national policies and the development of information technology, the differences in educational resources and quality are gradually narrowing, but the regional environment is still an important factor. The impact of regional environmental differences on education is a complex issue. Geographical location, climate, cultural traditions, historical development, population structure, and other factors can all have an impact on regional education. Firstly, differences in regional environment can lead to imbalanced distribution of educational resources. Some regions have relatively scarce educational resources, lacking advanced educational facilities and excellent teachers. This will lead to differences in the quality of education, and students' educational opportunities and levels will also be affected. Secondly, differences in regional environment can also lead to differences in educational quality. There are differences between cultural traditions and educational concepts in some regions and modern educational requirements, resulting in low educational quality. Schools in remote areas may lack modern educational concepts and advanced educational technologies, resulting in relatively low educational quality. Finally, differences in regional environment can

also lead to differences in the education system. The different cultural and socio-economic environments in different regions can also lead to differences in educational systems, such as curriculum design and teaching methods. [3] The impact of regional environmental differences on education is not only reflected in resource allocation and education quality, but also in the goals and methods of education. The differences in natural and cultural environments in different regions lead to differences in students' cognitive abilities, interests, habits, and values. This requires education to be designed and implemented differently based on the characteristics of different regions, so that students can receive the best education in an environment suitable for themselves.

3. Exploration of New Forms of Cross regional Elementary School Art Dialogue

Due to geographical limitations, there are some problems in art education. Many schools lack sufficient art teaching resources, which has brought certain difficulties to the development of art education. The teaching staff of art education is insufficient, and many places lack professional art teachers or their professional literacy is low. They lack certain theoretical and practical experience in art education, which affects the quality of teaching. The curriculum and teaching content of art education are single, and many schools' art courses overlook the diversity and comprehensiveness of art education. In addition, due to the particularity of traditional culture in the Yi region, art education also lacks the introduction and reflection of certain ethnic cultural elements. [4]

In response to the current situation and problems of basic education in the Daliangshan region, researchers have carried out practical activities on art education. Divide the students into classes according to their age group and lead them to learn art courses. The course content mainly includes line drawing, color, handicrafts, and other aspects, mainly recording the life around them through sketching. At the same time, in order to help students better understand and recognize their hometown, volunteer teachers also led them out of the classroom to sketch in nature, allowing students to understand their hometown through personal experience and observation. In addition to classroom teaching, volunteer teachers also customized a batch of picture books for students to use in their spare time to record their daily life with a brush. These picture books not only allow students to practice drawing skills, but also allow them to record their lives through drawing, cultivating their observation and expression abilities.

Diary painting is a great way of communication that can help students establish a deep emotional connection. By exchanging diary paintings among students from different regions, students from different regions can understand and get to know each other, establishing a spiritual connection and communication. Through communication and sharing, students have gained a deeper understanding of each other's life and cultural backgrounds, enhancing their understanding and understanding of each other. This kind of spiritual communication and exchange can not only promote friendship between students, but also broaden their horizons and perspectives, enhance their self-confidence and self-esteem, and improve their social adaptability and expression abilities. The exchange of diary drawings not only promotes communication and understanding among students, but also helps them better express their thoughts and emotions. Students can express their lives through painting, allowing other students to better understand themselves and establish a deep emotional connection.

4. The significance of cross regional elementary school art dialogue

A new form of cross regional elementary school art dialogue can promote communication and exchange among elementary school students. Through the exchange of painting works, students can understand each other's life and cultural backgrounds, promote mutual understanding and friendship, and expand their horizons and knowledge. It can promote the improvement of students' comprehensive quality and aesthetic awareness. By documenting life through painting, students have learned to observe life, pay attention to details, cultivate their aesthetic awareness and artistic expression ability, and improve their overall quality and ability. Building a bridge through painting communication can promote educational communication and exchange between regions. Painting is a language that builds a bridge of communication through painting. Cross regional elementary school art dialogues have the following meanings:

4.1 Expand students' horizons and understanding

In the practical activities of art education, students can learn about their hometown through personal experience and observation, and exchange artistic works with students from different regions to understand the cultural and cultural environment of other regions. This kind of communication and sharing can broaden students' horizons and understanding, enabling them to better understand and understand the cultural and cultural environment of different regions, thereby deepening their understanding and understanding of multiculturalism, and improving their cultural and humanistic literacy.

4.2 Enhance students' confidence and self-esteem

Through the exchange of painting works, students can share their thoughts and emotions, demonstrate their creativity and artistic expression ability. This sharing and display can enhance students' confidence and self-esteem, stimulate their enthusiasm and interest

in learning, and improve their academic performance and overall quality. In addition, through art education, students can also learn to observe and express their thoughts and emotions, thereby improving their thinking and expression abilities, cultivating their comprehensive abilities and creativity, and further enhancing their self-confidence and self-esteem.

4.3 Promote educational communication and cooperation between regions

Through the exchange and sharing of art works, cross regional elementary school art dialogues can promote regional exchanges and cooperation. It provides a new way and platform for educational communication and exchange between regions. Students from different regions can establish cross regional friendships and connections through the exchange and sharing of art works, enhancing mutual understanding and trust, broadening their horizons and thinking, and playing a positive role in promoting communication and cooperation between regions. Promoting common development and prosperity among regions. At the same time, cooperation and exchange between schools and teachers in different regions can also provide more resources and support for local education, improve the quality and level of education, and promote the sharing and cooperation of educational resources and educational concepts.

5. Conclusion

Cross regional art exchange is not only an educational practice, but also a manifestation of cultural exchange and social harmony. Through the exchange and sharing of art works, students establish cross regional friendships and connections, enhance mutual understanding and trust, broaden their horizons and thinking, and play a positive role in promoting regional communication and cooperation. Therefore, we should further explore and promote cross regional student art dialogues, strengthen regional exchanges and cooperation, promote common development and prosperity among regions, and make greater contributions to regional development and rural revitalization.

References:

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