

Research on the Integration Strategy of Aesthetic Education and Traditional Culture in Primary and Secondary Schools in the New Era

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Abstract: With the continuous development of The Times, the importance of aesthetic education and traditional culture integration in primary and secondary education is increasingly prominent. As the spiritual gene of a country or a nation, traditional culture carries rich history, culture and values, and is of great significance to cultivating students' comprehensive quality and cultural accomplishment. And aesthetic education through music, dance and other forms, cultivate students' aesthetic taste and creativity, and promote their all-round development. Based on this, this paper analyzes the integration strategy of aesthetic education and traditional culture in primary and secondary schools in the new era for its reference.

Keywords: New era; Aesthetic education in primary and secondary schools; Traditional culture; Fusion strategy

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Introduction

The importance of aesthetic education and traditional culture in primary and secondary schools is reflected in the inheritance of cultural tradition. Through learning traditional culture, students can understand the long history and rich culture of the motherland, enhance their national pride and cultural identity, and cultivate their sense of love and protection of traditional culture. And the aesthetic education can integrate the traditional culture into the course teaching through the art forms, so that the students can deeply understand and experience the connotation and charm of the traditional culture in the process of appreciating and feeling the artistic works, so as to realize the inheritance and innovation of the traditional culture.

1. The importance of aesthetic education in primary and secondary school education

Aesthetic education namely "aesthetic education", is the edification education of aesthetic spirit and aesthetic connotation, is the education of cultivating students' ability to understand beauty, love beauty and create beauty, and is also an indispensable part of the all-round development of education. Aesthetic education is not only the mastery of skills, techniques and abilities, but also the cultivation of artistic accomplishment and aesthetic sentiment ^[1]. First of all, aesthetic education can promote students' all-round development. Art education is a kind of education form that has a positive impact on students' physical and mental development. It can cultivate students' observation, association and logical thinking, and help to improve students' learning interest and learning motivation. Through aesthetic education, students can better understand and express their own feelings, experiences and ideas, fully show their personality, cultivate students' comprehensive quality, and play a positive role in promoting their physical and mental health and all-round development. Secondly, aesthetic education is conducive to cultivating students' aesthetic ability and creativity. Art education can stimulate students' imagination and creativity, cultivate their cognition and appreciation of beauty, and improve their aesthetic taste. Through the art practice of painting, sculpture, handwork and other forms of art practice, students can cultivate their own artistic accomplishment, improve the aesthetic sentiment, and form a correct aesthetic concept and taste. This has a positive

impact on their lifelong development, especially in dealing with problems, solving difficulties and innovating. Finally, aesthetic education is helpful to broaden students' horizons and enhance international communication and cultural understanding. As an international language, fine arts can help students understand the cultural traditions of different countries and nations, and promote the communication and integration between different cultures. Through aesthetic education, students can feel the diversity of the world, know how to respect and tolerate different cultures, cultivate their international vision and international competitiveness, and help them to better adapt to the social and international environment in the future.

2. The value of traditional culture in aesthetic education

Traditional culture is formed in continuous development of the historical process, rich in unique national characteristics, at the same time is passed down from generation to generation, developed and expanded, exists in the Chinese people's daily life, artistic aesthetics, values and other aspects of culture. Aesthetic education, as an educational way of cultivating students' aesthetic emotion and creative ability, plays an important role. Traditional culture, as a long-standing cultural heritage, plays an important role in comprehensively improving people's cultural literacy and aesthetic ability. Excellent traditional culture is the cultural matrix of aesthetic education in primary and secondary schools, and has irreplaceable value in aesthetic education. First of all, the rich and colorful artistic expression forms of traditional culture provide rich resources for aesthetic education. Chinese traditional culture includes painting, calligraphy, music, dance and other art forms, which are extremely important contents in the aesthetic education course. By learning traditional culture and art, students can cultivate their aesthetic feelings and creative ability, and improve their artistic accomplishment. Secondly, traditional culture contains rich humanistic spirit and moral concepts, which helps to cultivate students' moral sentiment. Chinese traditional culture takes Confucianism as the core, emphasizes traditional values such as benevolence, filial piety and etiquette, and plays an important role in cultivating students' good moral character and behavior norms. By learning traditional culture, students can draw moral nutrients from it and improve their moral cultivation.

3. Integration strategy of aesthetic education and traditional culture in primary and secondary schools in the new era

3.1 Introduction of traditional cultural resources into aesthetic education curriculum

With the development of society and the transformation of educational concepts, the integration of traditional cultural elements into the aesthetic education curriculum has become a key strategy. Therefore, in the process of compiling the teaching materials, the first task is to dig deep into the precious resources of Chinese traditional culture, and make fine analysis and integration, and then create the traditional aesthetic teaching materials with rich connotations. Such textbooks are not only rooted in the fertile soil of local culture, but also can explore and draw on its profound cultural heritage, ensure the scientific nature of the learning process, and point out a clear direction for the teaching content. In terms of curriculum setting, it is suggested to form aesthetic education into an independent curriculum, and integrate traditional cultural elements in a diversified way, so that students can have a comprehensive and in-depth understanding of aesthetics. Students will naturally feel the unique charm of traditional Chinese culture in the learning process. At the same time, it should be considered to infiltrate the elements of beauty into other disciplines, such as literary classics, logical thinking and philosophical speculation, so as to develop an interdisciplinary comprehensive curriculum and promote the positive interaction between various disciplines. In terms of teaching methods, it should not be limited to a single teaching method. Teachers can adopt diversified teaching methods, combining discussion learning with traditional teaching, to encourage students to absorb and internalize traditional cultural knowledge in thinking. With the rapid development of modern educational technology, teachers should make full use of multimedia resources, such as images and video materials, to stimulate students' intuitive experience of the beauty of traditional culture. In the course evaluation link, the results of aesthetic education should be incorporated into the overall evaluation, and the multiple evaluation method of written evaluation and mutual evaluation between teachers and students should be adopted to conduct comprehensive evaluation of students from the dimensions of theoretical knowledge, humanistic quality and moral sentiment, so as to establish a set of standardized educational evaluation system ^[2].

3.2 Improve the traditional cultural literacy of teachers

In the new era, the integration of aesthetic education and traditional culture in primary and secondary schools has become an important subject in the field of education. In order to achieve this goal effectively, it is very important to improve teachers' traditional cultural literacy. First, teacher training is the key. Schools can organize special traditional culture training courses and invite relevant experts and scholars to give lessons to the teachers. The training content can include the knowledge of ancient Chinese poetry, painting, music, dance and other aspects, so that teachers can understand and experience the charm of traditional culture, so as to improve their

traditional cultural literacy. Secondly, pay attention to the integration of traditional culture in teachers' daily teaching. Schools can encourage teachers to integrate traditional cultural elements into the aesthetic education curriculum, such as teaching the playing skills of classical music in music classes, or explaining the artistic characteristics of Chinese painting and calligraphy in art classes. In this way, teachers and students can feel and experience the traditional culture together, and promote the integration of aesthetic education and traditional culture. In addition, the establishment of traditional culture learning resource database is also an important measure to improve teachers' traditional cultural literacy. Schools can collect and sort out books, materials, film and television works and other resources related to traditional culture, so as to provide learning channels for teachers, and help them better understand and learn traditional cultural knowledge. Finally, teachers' traditional cultural literacy should be improved through various forms. The school can organize teachers to visit ancient cultural relics, hold traditional culture and art exhibitions, hold traditional skills experience and other activities, so that teachers can feel the charm of traditional culture personally, and stimulate their love for traditional culture and their awareness of inheritance.

3.3 Carry out characteristic education

China, a land with a long history and profound culture, has nurtured various regional cultural landscapes with its own characteristics. In view of this, primary and secondary schools should devote themselves to exploring and integrating local cultural resources, and adopt characteristic teaching strategies to strengthen the inheritance of history and culture. The rich intangible cultural heritage not only displays the unique skills and art forms, but also provides rich resources for the field of education. In the promotion of intangible cultural heritage education, teachers should focus on surpassing traditional crafts and art forms and expanding to multi-cultural fields such as music, dance, acrobatics and folklore. Through the interaction and cooperation of inheritors of intangible cultural heritage, students can be directly influenced by traditional knowledge or personally participate in the production and performance of intangible cultural heritage. This interaction helps to help cultivate their sense of identity and confidence in local culture, and encourage them to become active participants in cultural inheritance. In addition, schools should also plan educational activities such as visiting planetarium, museums and art exhibitions to expand students' horizons and stimulate their enthusiasm for knowledge exploration. It is worth mentioning that the local cultural resources need to be further explored and applied in the application of aesthetic education in China. Local culture, carrying a rich history and emotion, has a strong social cohesion and educational role. Therefore, primary and secondary school education should pay more attention to the integration and application of local culture, guide students to explore the local historical relics and folk customs, and experience the charm of celebrity stories and the profound humanistic atmosphere. This educational practice provides students with a new perspective to know the world and history, so as to cultivate intellectuals^[3] who can contribute wisdom and strength to the future society.

Conclusion

To sum up, the importance of the integration of aesthetic education and traditional culture in primary and secondary schools in the new era is self-evident. Only by organic integration of aesthetic education with traditional culture can we achieve the educational goal of students 'all-round development, improve students' cultural quality and comprehensive quality, promote the improvement of national cultural soft power, and contribute to the realization of the Chinese dream of the great rejuvenation of the Chinese nation. Therefore, primary and secondary school education should pay attention to the importance of the integration of aesthetic education and traditional culture, build a diversified and comprehensive education system, provide students with better quality and more meaningful educational resources, and help them grow into socialist builders and successors with the all-round development of morality, intelligence, physique, physical, beauty and labor.

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