

Integration the Chinese Excellent Traditional Culture in middle school Art Education

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Abstract: Chinese traditional culture refers to the excellent cultural heritages accumulated and passed down in the long history of China. These cultural heritages not only embody the wisdom of the Chinese nation, but also have rich cultural connotation and distinct characteristics of The Times. With the inheritance of Chinese traditional culture as the background and art education as the entry point, this paper uses questionnaire survey and literature research to analyze the existing problems, and explores the effective path of the integration of the two, so as to help enrich students' cultivation of Chinese traditional culture. With the advance of economic globalization and the continuous development of science and technology, the cultures of different countries and nations are constantly blending and colliding, which brings certain impacts and tests to the inheritance and development of Chinese traditional culture. As one of the important carriers of Chinese traditional culture inheritance, fine arts education shoulders the important task of inheriting and developing Chinese traditional culture. According to the requirement of the quality education, the art education in many schools will not only focus on the practicality and professionalism of students' art, but also integrate Chinese traditional culture into the art education. This educational process can effectively improve students' cultural literacy and personal comprehensive ability, let students feel the inherent beauty and precious place of Chinese traditional culture, so as to improve students' artistic literacy.

Keywords: Chinese excellent traditional culture; Middle school art education; Cultural awareness; Aesthetic emotion; Research on fusion

1. Introduction

Art education has developed to the present day and stands out in the tide of multi-culture in the world. China's new fine arts curriculum standard clearly points out that "fine arts is an important part of human culture and is inextricably linked with all aspects of social life. Therefore, fine arts learning is not just a simple training of skills, but should be regarded as a cultural learning. Through the study of fine arts, students should realize the differences of human emotions, attitudes and values, as well as the richness of human society, and in a broad cultural context, understand the characteristics of fine arts, the diversity of artistic expression and the unique contribution of fine arts to life. At the same time, it can cultivate students' love for the excellent traditional culture of the motherland and tolerance and respect for the diverse cultures of the world." In the stage of compulsory education, students' art education has become the most important thing to learn traditional Chinese culture knowledge.

2. The Significance of Integrating Chinese Traditional Culture into Middle School Art Education

The organic integration of traditional Chinese culture is conducive to the renewal of middle school art education concept, change the traditional exam-oriented education model teachers pay too much attention to skill training, so that the middle school art education can adapt to the needs of culture. At the same time, the integration of Chinese traditional culture and middle school art education is also conducive to enriching the content of art teaching, making it more diversified, changing the previous single teaching mode, so as to better stimulate students' enthusiasm for learning art, and cultivate their interest in art and aesthetic consciousness. In addition, integrating Chinese traditional cultural elements into middle school art education can also help middle school art teachers to innovate art education forms, such as combining tradition with modernity, combining eastern culture with Western culture, etc. Diversified education forms can help students better understand Chinese traditional culture.

3. The Feasibility of Integrating Chinese Traditional Culture into Middle School Art Education

Traditional Chinese culture has a long history. It is a crystallization of wisdom with Chinese characteristics that the Chinese nation has accumulated various cultures, absorbed various technologies, selected the essence and eliminated the dross in the long historical process. This determines that the traditional Chinese culture is not only extensive and profound, but also has distinct national and inclusive characteristics, which is the basis for the Chinese nation to establish itself in the forest of nations in the world. For middle school art educators, teachers should have a deep understanding of the characteristics and advantages of Chinese traditional culture, and try to integrate Chinese traditional culture elements into art teaching. For example, teachers can integrate intangible cultural heritages such as paper-cuts and shadow puppets with strong national characteristics into the teaching process to guide students to feel the beauty of traditional Chinese culture and comprehend the breadth and depth of traditional Chinese culture. This can also enrich the heritage of middle school art education and provide a steady stream of excellent educational resources for middle school art education.

3.1 Methodology

As for middle school students' understanding of traditional culture, I adopted the way of questionnaire survey. The objects of this questionnaire survey are: two middle schools in Weifang, Shandong Province. Students in three grades of junior high school are selected as the objects of the survey. Each school investigates three classes respectively, namely Grade one, grade two and grade three.

This time, a total of 276 feedback questionnaires, the following is the investigation of the situation analysis. On how to view traditional Chinese culture. According to the middle school students' view of traditional Chinese culture, 65% of the students believe that traditional Chinese culture has a long history, extensive and profound, and should be inherited and innovated. 25 percent of the students think traditional Chinese culture is outdated and conservative. Only 10% of the students didn't care and didn't know much about it. It can be said that the vast majority of students have a positive attitude towards traditional Chinese culture.

3.2 Findings and Discussion

As can be seen from the results of the questionnaire, we middle school students lack the understanding of traditional Chinese culture, but the vast majority of students also believe that it is necessary to learn Chinese traditional art culture and affirm the role of traditional art culture. This shows that students still have the desire to recognize and learn traditional art culture knowledge.

In order to effectively integrate Chinese traditional culture into middle school art education, middle school art teachers should change the traditional art education concept and actively innovate and apply the ways and means of integrating Chinese traditional culture into middle school art education. At the same time, middle school art teachers should improve the overall cognition of art course teaching. The purpose of art education is not only to cultivate the art drawing skills of middle school students, but also to cultivate the artistic quality of middle school students, improve their aesthetic ability and artistic creativity. For example, teachers can introduce tie-dye, paper-cut, batik and other traditional cultural skills into the middle school art class, so that students can get close to and feel the charm of traditional Chinese culture, learn and understand traditional Chinese culture and its skills more comprehensively, improve their cognition of traditional Chinese culture and learning enthusiasm, and be willing to devote themselves to the study of traditional Chinese culture.

The content of traditional middle school art education is often too dull and simple, unable to mobilize the enthusiasm of students. Therefore, in order to ensure the effective integration of Chinese traditional culture into middle school art education, teachers should constantly optimize and improve the specific content of art education. Middle school art teachers can choose some of our excellent intangible cultural heritage, such as dough figurines, weaving and so on, and integrate it into the teaching content of art to enrich the education content. At the same time, middle school art teachers can also create traditional culture education content with distinctive characteristics according to local folk customs and related regional culture, and spread and promote it. For example, middle school art teachers in Shandong can integrate traditional cultural contents with Shandong regional characteristics, such as New Year pictures, kites and lanterns, into art classroom teaching. In this way, students can not only enhance their sense of identity of traditional culture, but also help them find the beauty of traditional Chinese culture from daily life, so as to learn art knowledge more actively. Because there is a big difference between middle school students and primary school students in physical and psychological, middle school students' minds are more mature, and their thoughts are more active. At the same time, the rebellious psychology of adolescence is also gradually generated, which increases the difficulty of teachers' choice of educational content virtually.

4. Conclusion

To sum up, the organic integration of Chinese traditional culture into middle school art education has far-reaching significance and

influence on the development and inheritance of Chinese traditional culture and the cultivation of high-quality talents. In view of this, middle school art teachers should recognize the existing problems and deficiencies in the current art education, actively update the educational concept, enrich the educational content, and innovate the educational methods, promote the organic integration of Chinese traditional culture and middle school art education, accelerate the dissemination and development of Chinese traditional culture, and gradually form a middle school art education model with Chinese characteristics.

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