

The application of folk art resources in Art Teaching

GuiGui Gao, Shiwei Tong, Fenglei Jia, Donna Marie OYang

College of Teacher Education ,University of the Cordilleras, Gov. Pack Rd, Baguio City, Benguet, Philippines 2600

Abstract: in the past five thousand years, China has formed many excellent folk arts. Folk art resources need protection and inheritance. According to observation, these folk art resources have not been paid attention to. It is necessary to integrate folk art into art teaching in primary and secondary schools. This is to promote the cultivation of good morality of primary and secondary school students and cultivate their understanding and recognition of Chinese traditional culture. In addition, it is also away to promote the effective dissemination of Chinese folk culture.

Key words: Art teaching;Folk resources;Cultural communication

Preface:

Nowadays, China implements comprehensive quality education, namely core quality education. Therefore, the status of art courses in primary and secondary school teaching has obviously improved. To cultivate the comprehensive development of primary and secondary school students' comprehensive quality, it is obviously insufficient to rely only on the inherent art teaching resources. Strengthening the integration of folk art resources in primary and secondary school art teaching is not only to meet the development of education reform, but also to meet the needs of students' future development and help students better adapt to the comprehensive requirements of society for talents. At the same time, it can also well inherit folk culture and promote the spread of folk culture, which is also of great help to improve students' aesthetic ability and moral quality development.

1.The main types and characteristics of folk art

1.1 Types of folk art

Folk art forms are rich and diverse, and there are many classifications. It is an important intangible cultural heritage in China to fully reflect the folk customs. It mainly includes New Year pictures, embroidery, paper cutting, sculptures, utensils, woven fabrics, etc., covering all aspects of people's daily life, and has a strong mass and folk character.

1.2 Main characteristics of folk art

The following is a brief introduction to New Year pictures, embroidery and paper-cut art, looking for the main creative characteristics of folk art.

① New Year pictures

New Year pictures are a unique form of art creation in China, mostly with flowers and birds, fat children, fish and chickens, or auspicious and festive content related to the Chinese zodiac. These new year pictures are posted at the new year, which can create a lively and festive atmosphere, mainly with good connotations, and repose people's yearning for a better life.

In ancient China, people's main production and life were agriculture, and beliefs and cultural values were closely related to people's lives. Colorful and rich in content are the main features of New Year pictures, which are also the media of life colors. The expression of New Year pictures is consistent with people's thinking mode and aesthetic taste. People can understand the profound background and connotation of Chinese culture through the appreciation of New Year pictures. New Year pictures not only have high artistic appreciation value, but also have high natural and humanistic connotation value.

② Embroidery

Embroidery, also known as needlework, uses needlework to hook and stab patterns on textiles to embroider a variety of patterns and make clothes, fans, sheets or other items. The development of embroidery technology in China has a long history, which is related to the historical development of silk in China. With the continuous rise of silk products, embroidery technology also rises. Embroidery is mainly used in daily clothing, opera costumes, screens, pillowcases, curtains and other fabric related items.

③ Paper cutting

Paper cut art is a hollow out work of art, which can bring people a sense of visual penetration and artistic sense. Among the numerous folk arts in China, paper cutting can be said to be unique. It not only has a long history, but also has the widest popularity. Paper cutting is a minimalist art form with a wide range of materials. Paper cutting can be carried out no matter what quality of paper. The paper changes its shape and forms different patterns in each cutting of the scissors. China's paper-cut art originated from farmers' art, mainly with the vast

number of rural women as the creative group.

2.The application of folk art resources in primary school art education

With the formation of the information society, the world culture is developing in a pluralistic way. With the help of the information society, western culture has been fully integrated into Chinese culture, resulting in a serious impact on Chinese culture.

Therefore, in order to strengthen students' cultural self-confidence and cultural beliefs, in the development of education reform, the requirements of integrating folk culture into art teaching in primary and secondary schools were put forward, and it was pointed out that "education should pay attention to learning traditional culture, respect folk local culture, and accept the world's diverse culture." It can be seen that art teaching curriculum not only plays an educational role, but also has an important mission of cultural communication. It shoulders the important responsibility of cultivating primary and secondary school students' values, cultural outlook and world outlook. Therefore, it is an important responsibility to actively develop folk art resources and apply them to the research of art teaching in primary and secondary schools. As art educators, we should actively apply folk art teaching resources in art teaching, enrich art teaching content, help students better understand the nature of art course learning, and then help students master skills and knowledge in learning activities. (sudelu, 2020)

Folk art resources are a kind of culture created by the vast number of workers in our country with their own wisdom. Its intuitive, easy to understand and simple operation mode can be understood by primary and secondary school students. It is an educational resource that is very suitable for students' psychological cognition and life. It is different from the creation style of abstract art in modern art courses. It reveals a simple and realistic art, but it also explains the creation method of modern art abstract paintings. Although the constraints of stereotyped creation are reduced, the artistic value and cultural value embodied are interlinked. Both of them express people's yearning and pursuit for a better life through artistic creation. Therefore, the application of folk art resources to art teaching in primary and secondary schools can help students explore the charm and fun of art learning through simple and understandable teaching methods. (Zhang Anni, 2019)

3.The significance of folk art resources to art teaching in primary and secondary schools

3.1 It is beneficial to cultivate students' interest in traditional culture

With the continuous promotion of education reform, folk art resources occupy an increasingly important position in the art teaching of primary and secondary schools in China. Folk art teaching for students can help primary school students understand China's traditional culture, experience the creative connotation of China's traditional folk art, and stimulate students' interest in exploring and inheriting folk traditional skills. At the same time, it can further cultivate students' love for traditional culture and help them better inherit and carry forward Chinese folk art.

Folk art is the artistic creation of our working people. Through the display of various works of art of folk art, students can fully feel the amazing wisdom of the working people and their yearning for a better life. Folk art works can reflect the optimistic spiritual attitude of the working people. Let primary school students understand the handed down folk art works, can learn the spiritual quality of optimistic and positive life conveyed by the working people, and enhance students' respect and love for the working people, so as to improve their love for Chinese culture.

3.2 It is beneficial to cultivate students' imagination, creativity and practical ability

Some folk art forms seem simple, but in fact they are full of multiple wisdom fusion. The materials of many folk art resources are relatively simple, which can be easily obtained by students in daily life, giving students more mobile phones and creation space. In the process of learning and creation, students pay high attention, constantly learn folk art techniques through hand eye coordination and brain imagination, and improve their abilities in all aspects, such as hands-on ability, logical creation and thinking imagination, which is the training of students' comprehensive ability.

In daily art teaching, teachers should pay attention to the cultivation of students' creative ability and not blindly imitate teaching. Teachers can encourage students to let them try to create their own works. Through their own thinking, they can improve their cognition of folk art works and creative skills, and realize the development of students' creativity, hands-on, imagination, observation and other comprehensive abilities in continuous understanding and learning.

3.3 Conducive to enhancing students' sense of national cultural pride

Every man is responsible for the construction of his country. Primary school students are the future of the motherland and bear the responsibility and mission of national construction. Strengthening the cultivation of primary school students' national cultural pride is the

demand of inheriting national culture and the guarantee of promoting national construction and development. With the development of the global economy, the cultures of various countries are increasingly blended, and the influence of the information society is strengthened, so that the contemporary primary school students are exposed to various cultures and understand various information, which has impacted on China's national culture and affected the establishment of students' values. As a valuable legacy of history, folk culture, after the baptism of the waves, has left behind a culture of heritage value. The infiltration of these classic cultures into primary school art teaching is not only conducive to making students fully feel the breadth and depth of Chinese culture, but also conducive to making them feel proud, and then consciously practice the mission of China's construction and consciously assume the responsibility of promoting folk culture.

4. Problems in the application of folk art in art teaching in primary and secondary schools

4.1 Teaching concept needs to be updated

Although the development of the new curriculum has improved the teaching status of the art curriculum, due to the influence of the traditional education concept, the art teaching activities in China are still not paid attention to. Although primary school fine arts is regarded as a characteristic course to cultivate students' comprehensive quality and all-round development, it is sometimes impacted by the status of basic culture courses, which leads to a very embarrassing position of fine arts teaching courses in the current teaching. This is the current situation of art teaching activities in China. Educators' perfunctory attitude towards art teaching activities has hindered the application of folk art resources in art teaching. If art educators do not change their teaching attitude, it will not only hinder the application of folk art resources in art teaching, but also affect the improvement of the quality of art teaching activities. Therefore, under the background of the comprehensive development of comprehensive quality and core literacy, art educators should change the traditional education concept, actively adapt to the change of the new education environment, actively innovate the education methods, create teaching activities according to the actual needs of students, help students find the fun of art learning, and provide convenience for the integration of folk art resources in art teaching in primary and secondary schools.(wangxiaoyan, 2018)

4.2 Teaching practice needs to be enriched

In the context of literacy education reform, although the art education activities in primary schools have gradually shifted from theoretical education to practical teaching, from the perspective of the actual teaching effect, the educational methods and activities have not fundamentally improved the requirements of students' practical ability. For example, the practice activities are mainly based on observation, and only rely on observation to explain the difference between folk art and art before; Or to enhance students' understanding of folk art only by visiting and understanding. How can this educational method, which is both practical and theoretical, improve students' practical ability. Therefore, to integrate folk art into primary school art education, we should build a variety of practical activities from the perspective of true practice, true understanding and true participation.

5. The implementation strategy of applying folk art to art teaching in primary and secondary schools

5.1 Set up the scientific concept of educating people to meet the psychological needs of students

The new curriculum education system has not only carried out a comprehensive reform in the educational standards and contents, but also put forward a bold innovation in the concept of education and teaching, and attached great importance to the innovation of curriculum teaching resources, which not only widened the art teaching form, but also enriched the art teaching resources. To meet the requirements of the development of new education, we must change the previous teaching philosophy. In practice, we should create teaching activities according to the actual needs of students, apply folk art teaching resources, and then lay the foundation for students to participate in art teaching activities. When students' psychological, emotional and spiritual needs are met in teaching, it will activate students' thinking development and enable students to have better application ability and innovation ability.

The specific measures to establish the scientific concept of Education: first, establish the student-centered education thought. Taking students as the center, this paper analyzes the psychological characteristics of contemporary primary school students, grasps students' cognition of art, and finds the entry point of folk art. Secondly, teachers should go deep into students' emotions, care for each student and arouse students' enthusiasm for art learning. For example, put down the dignity of teachers, talk with students daily, analyze creative ideas, and make students understand the essence of art learning in a harmonious relationship between teachers and students. Finally, practice the thought of student service. From the beginning of teaching, dress up the learning environment, place learning resources, and formulate guidance measures for each student. In the actual teaching process, practical guidance should be provided around students' practical problems.

It should be noted that the student-centered approach is not to promote teaching according to the wishes of students, but to follow the development of educational laws and change the form of didactic education in a way that meets the psychological expectations of students. We should transform ideas into actions in actual teaching, pay attention to the development of students' quality, and not blindly require students' skills. We should develop students' intelligence and improve students' subjective initiative with diversified care and guidance.

5.2 Optimizing teaching forms and improving students' practical ability

Folk art resources are valuable resources left in the development of Chinese history. They are the crystallization of wisdom generated through the labor and creation of people of all ethnic groups. They are the excellent culture formed after repeated inheritance and creation. It is not only the crystallization of the wisdom of the working people, but also an important part of China's traditional culture. From the perspective of artistic aesthetics, folk art resources have a simple, simple, natural beauty, and play a very important role in cultural traditions. From the perspective of education, folk art belongs to folk creation, a pursuit and embodiment of beauty in life. It develops in the foundation of life, and then serves people's life. It is an expression of people's emotions, a transmission of people's ideals and beliefs, and excellent folk art resources are the embodiment of Chinese national culture. Therefore, in general, the application of folk art resources to art teaching can deepen students' sense of identity with Chinese culture and increase students' sense of pride in national culture.

To give full play to the important value of folk art resources in art teaching, teachers should not only change the teaching concept, but also actively innovate the teaching form, pay attention to the integration of folk art and art teaching activities, pay attention to the communication mode of folk art in classroom teaching, and carry out comprehensive innovation in the teaching form and teaching process, so as to improve students' cognition and innovation consciousness.

Practical measures to optimize the teaching process: first, according to the development of the times, carefully design the student-centered teaching design. Instructional design is an important part of teaching work. In the past, teachers only collected resources from textbooks and previous teaching experience to design new teaching activities. Although it has played a role in guiding students to master knowledge to a certain extent, it has little effect in terms of students' artistic quality. Therefore, the art education activities in the new era should be based on the teaching materials, combined with the factors of the times, folk art, students' quality and other aspects, bold choices, bold innovation, and flexible and open teaching design according to the students' love and needs.

Second, the integration of folk art and the enrichment of art education resources. With the growth of students' cognition, their thirst for knowledge and their desire to explore the unknown world are gradually increasing. They yearn for art and pursue higher development. Although the textbook knowledge is constantly enriched with the growth of students' age, the inherent knowledge-based content makes students unable to touch the real culture and dynamic art, which limits the development of students' thinking and restricts the growth of students' artistic literacy. Therefore, on the basis of teaching materials, we should actively develop folk art education resources, such as clay sculpture, paper cutting, hand weaving, etc; Invite national intangible cultural heritage representatives to give lectures in class and give lectures on campus; Or it can provide materials for students to show classroom vitality, cultivate students' imagination and enrich students' artistic spirit in a considerable, touchable and workable teaching method.

Third, the static teaching is changing to dynamic teaching. Teachers' responsibility is to teach and educate people, and actors' development is based on their exquisite acting skills. The same thing is that they are all serving the arts and interpreting and deducing the author's emotions with their own emotions. It can be said that folk art is an emotional culture. If there is no temperature in teaching to promote students' learning and understanding, how can students' artistic creativity be activated. Therefore, in order to inherit a vibrant culture, we should use a warm education method to activate students' artistic knowledge. For example, the use of information technology to truly show the time-space and cross regional folk culture in the classroom, and the use of virtual VR equipment, human-computer interaction, animation video, etc., to mobilize students' sensory participation, so that they can enter, understand, recognize, think, practice and inherit in a relaxed and real environment.

Fourth, question practice and experience success. Learning is valued in doubt. Finding problems and questioning are far more important than mastering and using knowledge. Therefore, in the process of integrating folk art into primary school art teaching, teachers should actively encourage students to raise their own questions. For example, with the integration of clay sculpture into folk art, we can design a series of questions in teaching to gradually introduce students into the thinking of folk art. For example, do you know what clay sculpture is? Have you seen clay sculpture works in your life? Through which channels? Can you tell us something about the characteristics of clay sculpture works? Do you like clay sculpture? Why? Wait. Through different questions, students can have a comprehensive understanding of clay sculpture; In addition, through the guidance of questions, teachers can find students' learning interest and personality characteristics, so as to help teachers provide targeted education guidance to students, so as to teach students in accordance with their aptitude and improve the effect of education.

5.3 Carry out information teaching and enrich art teaching resources

The new round of teaching reform in our country not only puts forward bold reform and innovation to the teaching concept and teaching content, but also puts forward the requirements for the use of information technology in teaching. Informatization teaching refers to the creation of a modern teaching form based on information technology. Such as video teaching, micro class teaching, flipped classroom, etc. In the face of folk traditional culture with great value of inheritance and development, it is difficult to guarantee the inheritance and development of folk traditional culture only by relying on traditional teaching forms, and it is also difficult for primary and secondary school students to explore the unique charm of folk art resources. Therefore, in teaching, teachers should actively innovate the teaching form of informatization. However, the integration of information-based teaching should take appropriate ways. After selecting the teaching theme, we should find out its learnable value through in-depth analysis of this educational resource, and then use information technology to construct teaching activities.

For example, folk paper cutting teaching. First of all, use multimedia to display three-dimensional and plane paper-cut works to show students the art of paper-cut, so as to arouse students' interest in learning paper-cut art; Secondly, taking the "snowflake" paper-cut as a teaching case, first use flash to demonstrate the dynamic snowflake paper-cut folding method, enhance the visual impact, and improve students' memory and understanding; Finally, with the help of the characteristics of multimedia speed and circular playback, students can master the paper cutting skills in the way of explanation + demonstration + operation.

Another example is creative paper cutting. According to the students' mastery of paper-cut skills, multimedia is used to display various paper-cut methods, such as animal paper-cut, plant paper-cut, font paper-cut, etc. Then, using students' competitive psychology, encourage students to create their own paper-cut works and display them in class. In this process, let students create freely according to the paper cutting process of multimedia display. In this way, the boring paper-cut learning will become active paper-cut creation, and students' passive learning will be transformed into active participation in students' communication, discussion and creation. An interesting and effective paper-cut teaching will show the dual functions of education and education.

5.4 Carry out aesthetic teaching and help the innovation and development of folk art

There are many connections between folk art culture and modern art teaching courses, and there are similarities and differences in the form of expression and modeling creation. Although the folk art works have no more requirements in the performance details, they will also use exaggerated techniques to express the author's emotions, or show their emotional value through strong color contrast. In order to help students better learn art knowledge and give full play to the educational value of art courses, aesthetic teaching activities can be carried out in teaching, that is, comparative teaching activities of folk art and modern art can be carried out in teaching. Through observation, comparison, communication and discussion, students are guided to discover the differences and similarities between folk art and modern art learning, to discover the charm of folk art, the transmission of culture and other information, and then to guide students to establish a correct attitude towards art learning, so as to help students establish a correct cultural outlook and values.

Take the observation and comparison as an example: in the actual teaching, the New Year pictures "door god", "New Year picture Doll" and "carp send blessing" are displayed in the classroom: 1. Students say what characteristics these new year pictures have; 2. Think about the origin and development of New Year pictures; 3. Compare several new year pictures to observe the similarities and differences in color and shape; 4. Judge the artistic beauty of New Year pictures with modern aesthetics; 5. Combined with the background of the times, talk about what people express in creating new year pictures and whether they are similar to modern art works. In this way, on the one hand, students' understanding of the art of New Year pictures is deepened; On the one hand, it can help students master the essence of artistic creation. Mastering the thinking points of modern art and folk art can guide students to establish correct values and promote the inheritance of folk art in China.

5.5 Carry out various practical activities to help students improve their artistic creativity

As educators, we should have a profound understanding of the essence of the new curriculum reform. The purpose of art education activities is to cultivate students' artistic literacy, not to cultivate students' artistic creation skills. We should also understand the integration of folk art into primary school art education activities, which aims to strengthen the cultivation of students' artistic literacy, promote the inheritance of traditional culture, and enhance students' national cultural confidence. Therefore, on the basis of theoretical education, we should continue to innovate and enrich practical education activities, strengthen the cultivation of students' interest in folk art learning, better inherit the traditional excellent culture, and lay the foundation for the development of students' comprehensive practical ability of art.

For example, relying on folk art papercuts, clay sculptures, shadow puppets, New Year pictures, etc., to provide materials and encourage students to create their own folk art; Invite folk art to the campus, guide classroom teaching, encourage students to learn art from teachers, and further narrow the distance between students and folk art; Actively develop the local folk art education resources, use the time

after class to organize students to travel, visit and experience, expand students' vision, and improve students' understanding of art; In or with the theme of traditional festivals, encourage students to learn traditional skills and create unique main works. For example, taking the Spring Festival as the theme, let students use the expression and creation techniques of folk New Year pictures to create new year pictures belonging to this era; On the occasion of the Dragon Boat Festival, let students learn the skills of making zongzi; Participate in the Dragon Boat Race and record the wonderful moments of the event with the brush in your hand. In this way, it not only cultivates students' interest, but also strengthens students' perception and practice of folk art. This is conducive to letting students consciously shoulder the responsibility of inheriting folk art and culture.

Conclusion:

Folk art resources and art education in primary and secondary schools are inseparable, and the integration of both is the inevitable development of education reform. Folk art elements are rich and diverse. To apply folk art teaching resources in primary and secondary school art teaching, we should pay attention to students' psychological needs, pay attention to effective communication methods, and pay attention to the protection and inheritance of folk art resources. As an art educator, we should actively study the new education concept, explore the development of new education reform and folk art resources, and explore the value and charm of folk art teaching resources. In the actual teaching, through the construction of student-centered and art teaching based teaching activities, students can feel the charm of folk art resources and the fun of learning art courses, so as to promote the inheritance and development of folk art resources and promote the quality improvement of art teaching activities.

References:

- [1] Delu Su Research on the development of folk art resources applied to art teaching in primary and secondary schools [j] China National Expo, 2020, (08): 31-32
- [2] Anni Zhang How to cultivate and improve students' Art Literacy in art classroom teaching -- on the application of local art resources in junior high school art teaching [j] New curriculum (middle), 2019, (02): 38-39
- [3] Xiaoyan Wang The practical significance of folk art resources in the teaching of fine brushwork in Colleges and universities [j] Qinghai education, 2018, (07): 32-33

Introduction:

Gaoguigui, (1986-), female, Han, from Qingdao, Shandong Province, is studying for a master's degree. The school: College of teacher education and the University of the Cordilleras are studying for a master's degree.

Jiafenglei, (1986-), male, Han, from Hebi, Henan Province, is studying for a master's degree. He is a level 4 artist. The school: College of teacher education, University of the Cordilleras, is studying for a master's degree.

Tong Shiwei, (1980-), male, Han, from Pizhou, Jiangsu Province, is studying for a master's degree. The school: College of teacher education and University of thecordillas are studying for a master's degree.

Donna Marie oyam, (1971-), female, Graduate Program Coordinator of the Faculty of teacher education, Baguio City, Philippines, University of the Cordilleras.