

Integrating Traditional Culture: A New Path for Empowering Students' Creativity in University Art Education

Yang Hong¹, Norzuraina Binti Mohd Nor^{1,2}

¹Faculty Of Art,Sustainability And Creative Industry, Sultan Idris Education University, Tanjong Malim, Malaysia

²Changde Vocational and Technical College, Changde, China

ABSTRACT

In the current context of education reform, how to effectively integrate traditional culture with modern educational methods has gradually attracted widespread attention from educators. Especially in university art education, traditional teaching models often rely too much on imparting techniques and imitating works, neglecting the cultivation of students' innovative thinking and creative abilities, which to some extent limits the development of students' artistic creativity. Therefore, the purpose of this study is to combine traditional culture, explore in depth the new path of empowering students' creativity in university art education, enhance students' artistic creativity, provide useful references for educational reform, and promote the development of students' comprehensive literacy.

KEYWORDS

traditional culture; University art education; Student creativity; innovation ability; Teaching Strategy

1 Introduction

With the rapid development of information technology and the updating of educational concepts, university art education is facing new challenges and opportunities. In this context, how to cultivate students' innovative ability on the basis of traditional culture has become a focus of attention for educators. Traditional culture, as the foundation of education and art in a country, has a profound historical background and cultural value. However, traditional art education often focuses on imparting techniques and imitating works, lacking the cultivation of students' independent thinking and creative expression. Therefore, exploring new paths for empowering students' creativity in university art education can help stimulate their creativity, promote the modern transformation of traditional culture, and enhance the overall level and quality of education.

2 The current situation of empowering students' creativity in university art education

2.1 Insufficient integration of traditional culture and lack of innovative thinking among students

Currently, there are some shortcomings in empowering students' creativity in university art education. On the one hand, the exploration and application of traditional culture in university art education is not deep enough, and the teaching content lacks the integration of the essence of traditional culture. Students find it difficult to draw creative inspiration from traditional art. Traditional culture contains rich artistic elements and aesthetic concepts, which are important sources for stimulating innovative thinking. However, influenced by the Western art education model, many universities have overlooked the important role of traditional culture in art education, failed to fully utilize traditional art resources, resulting in narrow creative horizons and insufficient innovation awareness among students. On the other hand, university art education lacks innovative attempts to combine traditional culture with modern art, with a single teaching method that makes it difficult to stimulate students' creativity. The essence of traditional art needs to keep pace with the times and integrate with modern art forms in order to radiate new vitality. However, many universities still follow the traditional teaching model, focusing on technique training and neglecting the cultivation of artistic thinking. Although students have acquired solid professional skills, they lack a broad artistic perspective and innovative consciousness, making it difficult for them to break through traditional constraints and engage in original artistic exploration. The lack of innovative thinking limits the development of students' creativity and affects the quality and effectiveness of university art education.

2.2 Insufficient cultivation of practical abilities and lack of opportunities for innovative practice

In current university art education, the cultivation of students' creativity faces the dilemma of insufficient practical ability and lack of opportunities for innovative practice. Artistic creation is a process that combines imagination with skill, requiring continuous experimentation, exploration, and improvement in practice. Many universities' art education places

too much emphasis on imparting theoretical knowledge, while the practical aspects are relatively weak. Students lack opportunities to apply their learned knowledge to practical creation, making it difficult for them to deeply understand the essence of artistic creation, and even more so, unable to discover and solve problems in practice, and enhance their innovative abilities. At the same time, university art education lacks ways to integrate with social practice and industry demand, making it difficult for students to access real artistic creation environments and market demands, and lacking platforms to exercise innovative abilities in practice.

In addition, the practical forms of university art education are relatively single and lack diverse innovative practical activities. The cultivation of artistic creativity needs to be stimulated and exercised through rich and diverse practical activities. At present, many art practice activities in universities are still limited to classroom assignments and graduation creations, with a relatively rigid form, making it difficult to provide students with a broad space for innovative practice. Students lack opportunities to participate in interdisciplinary and cross disciplinary art projects, making it difficult to broaden their artistic horizons and stimulate innovative inspiration.

2.3 The single teaching mode restricts the development of students' creativity

University art education faces the problem of a single teaching model in empowering students' creativity, which to some extent restricts the development of students' creativity. Many universities still follow the traditional model of "master apprentice" in art teaching, emphasizing the imparting of techniques and imitation of works, while neglecting the cultivation of students' innovative thinking and creative abilities. This one-dimensional teaching method is difficult to stimulate students' creative inspiration. At the same time, teacher led classroom teaching lacks interactivity and openness, students passively receive knowledge, lack opportunities for independent thinking and innovative practice, and it is difficult to cultivate innovative consciousness and creativity in the influence of traditional culture.

There are also shortcomings in the integration of traditional culture in university art education, and the application of digital resources is limited, making it difficult to provide students with immersive traditional cultural experiences. In today's rapidly developing information technology, the inheritance and innovation of traditional culture need to be combined with digital technology. However, art education in many universities is still limited to classroom lectures and physical displays, lacking digital teaching resources, making it difficult for students to fully and deeply understand and experience the charm of art. At the same time, there is a lack of attempts to use digital technology for artistic creation and display in teaching, making it difficult for students to innovate and practice in the integration of tradition and modernity, and for creativity to be effectively enhanced.

3 Integrating Traditional Culture: A New Path for Empowering Students' Creativity in University Art Education

3.1 Explore the essence of traditional art and stimulate students' innovative thinking

Integrating traditional culture, exploring the essence of traditional art, and stimulating students' innovative thinking are important paths for university art education to empower students' creativity. Traditional art embodies the wisdom and aesthetic pursuit of the Chinese nation, and contains rich cultural connotations and artistic values. Deeply exploring the essence of traditional art and integrating it into university art education can provide students with rich creative materials and ideological resources, inspire their artistic inspiration, and stimulate their innovative thinking. Traditional art has diverse forms and profound connotations. Learning and drawing on traditional art can help students broaden their artistic horizons, break through fixed thinking patterns, find a balance between inheritance and innovation, and promote the development of artistic creation.

Specifically, university art education can guide students to gain a deeper understanding of the historical origins, aesthetic features, and cultural connotations of traditional art by offering courses on appreciation and research of traditional art. For example, in Chinese painting courses, teachers lead students to appreciate and copy famous ancient paintings, analyze their artistic characteristics such as composition, brushwork, and color, and appreciate the ideas, emotions, and aesthetic pursuits contained therein. At the same time, students are encouraged to innovate on the basis of traditional painting techniques, try to integrate modern elements and personal emotions into their creations, and create works that have both traditional charm and modern atmosphere. For example, in music teaching, courses on appreciation and creation of traditional Chinese music are offered to guide students to learn and analyze the characteristics of melody, rhythm, and harmony in traditional Chinese music, and to understand the music styles of different regions and schools. On this basis, students are encouraged to use traditional music elements to create new music, integrate traditional music with modern music, and create music works that are rich in national characteristics and in line with contemporary aesthetics. University art education can also conduct comparative research between traditional

art and modern art, guiding students to analyze the similarities and differences between the two, and reflect on the inheritance and development of traditional art in contemporary society. Through comparative research, students can have a more comprehensive understanding of the laws of artistic development, learn about the modern transformation of traditional art, and inspire innovative inspiration. At the same time, universities can invite traditional art masters to hold lectures, workshops, and other activities, allowing students to have close contact with traditional art, experience the creative ideas and artistic charm of masters, and gain inspiration and broaden their horizons through communication and interaction.

3.2 Implementing project-based teaching to cultivate students' innovative and practical abilities

Implementing project-based teaching and cultivating students' innovative and practical abilities is an important path for university art education to empower students' creativity. Project based teaching emphasizes using real art projects as carriers, combining traditional culture with modern art, allowing students to inherit tradition and integrate innovation in practice. This teaching model can provide students with immersive traditional cultural experiences, stimulate their cultural confidence and innovation potential. By participating in complete traditional art projects, students can gain a deep understanding of the essence of traditional art, master traditional skills, and creatively transform and develop on this basis.

University art education can collaborate with museums, intangible cultural heritage inheritance bases, and other institutions to carry out traditional art study programs. For example, collaborating with a ceramic museum to involve students in the learning, research, and innovation of traditional ceramic crafts. By systematically studying the history of ceramics and appreciating representative works, students can deeply understand the aesthetic characteristics and humanistic spirit contained in ceramic art. Under the guidance of professional teachers and inheritors of intangible cultural heritage in universities, students can personally experience traditional pottery making techniques, such as the selection and blending of clay materials, manual casting, and the preparation and application of glazes, in order to master the essence of traditional pottery. On this basis, students are encouraged to combine modern aesthetic and functional needs, innovate in modeling, decoration, and other aspects, and design ceramic works that combine traditional charm and modern atmosphere. The complete process of participating in the study, research, and innovation of traditional pottery can enable students to deeply appreciate the charm of traditional art, enrich their creative inspiration, and enhance their ability to apply traditional elements to contemporary art creation.

University art education can also collaborate with traditional opera groups, allowing students to participate in aspects such as scriptwriting, directing, and performance in traditional opera. By participating in traditional opera creation projects, students can gain a deeper understanding of the artistic characteristics and forms of expression of traditional opera, and master the programmatic performance of traditional opera. Teachers can also encourage students to innovate on the basis of traditional opera, try to integrate modern elements and advanced technologies into traditional opera creation, and create opera works that inherit tradition and highlight the characteristics of the times. By participating in complete traditional opera creation projects, students can deeply understand the essence and charm of traditional opera art, and enhance artistic creativity through inheritance and innovation.

Overall, university art education should emphasize project-based teaching based on traditional culture, providing students with immersive traditional art experiences and diverse opportunities for innovative practice. By participating in the complete process of studying, inheriting, and innovating traditional art, students can enhance their humanistic literacy through the influence of traditional culture, hone their professional abilities through the study of traditional skills, and inspire creative inspiration through the collision of tradition and modernity.

3.3 Strengthening the construction of digital resources and enhancing students' artistic creativity

In modern university art education, the introduction of information technology has provided innovative teaching methods for traditional art education. Through the application of technology, art education can break through the limitations of traditional teaching models and empower students' creativity. Information technology can enhance students' artistic expression and stimulate their innovative thinking, helping them integrate artistic creation with traditional culture with the assistance of digital tools.

Universities can enhance students' artistic creation abilities by introducing various digital art tools and platforms. For example, digital painting software can help students create through digital means while learning traditional painting techniques. Students can simulate traditional art styles and freely engage in artistic processing and innovation on digital platforms. In addition to creative tools, information technology can also enhance students' artistic perception and participation through digital courses and interactive platforms. For example, universities can utilize digital resource libraries and online platforms to showcase traditional art works, allowing students to view high-definition images or 3D models of classic art works at any time. This facilitates students' in-depth learning of the essence of traditional art and

allows them to understand traditional culture in a more interactive and immersive way. In addition, through online art creation platforms, students can communicate and evaluate with other art enthusiasts worldwide, further enhancing their creative abilities and innovative thinking. On digital platforms, students can share their works and gain creative inspiration through community interaction. This interactivity helps students expand the boundaries of artistic innovation in diverse cultural backgrounds.

Overall, the application of information technology can provide innovative tools and means for art education, and offer students a new path to break through traditional art education. Through digital means, students can innovate and explore within the framework of traditional culture, enhance the interactivity and openness of art education, and promote the comprehensive improvement of artistic creativity.

4 Conclusion

Through the exploration of the current situation and development path of university art education, this article reveals the shortcomings in the integration of traditional culture and its constraints on the development of students' creativity. At present, the integration of traditional culture into university art education is not high, the teaching mode is single, and there is a lack of opportunities for innovative practice. These problems to some extent limit students' artistic creativity and cross-cultural innovation ability. Therefore, this article proposes an innovative path that integrates traditional culture, including exploring the essence of traditional art, implementing project-based teaching, and strengthening digital resource construction. These measures provide feasible solutions for promoting the development of students' creativity. In the future, universities should continuously improve their teaching methods, promote the deep integration of information technology and traditional culture, provide a broader stage for students' artistic creativity, and lay the foundation for the sustainable development of art education.

References

- [1] Hua Yunsong The cultivation strategy of integrating excellent traditional Chinese culture into the positive psychology of college students [J]. *Journal of Xinxiang University*, 2024, 41(4):70-73.
- [2] Feng Yating Traditional Culture Education and the Cultivation of Students' Creativity [J]. *Thinking and Wisdom*, 2024(12).
- [3] Zheng Huanhuan Research on the Integration of Traditional Chinese Clothing Culture into College Students' Cultural Confidence Cultivation [J]. *Western Leather*, 2022, 44 (16): 58-60.
- [4] Zhai Yujia The Importance of Traditional Culture Learning for the Comprehensive Development of Science and Engineering College Students: Taking Classical Poetry and Songs as Examples [J]. *Contemporary Educational Practice and Teaching Research (Electronic Journal)*, 2015 (11): 487-488.
- [5] Chendu River Exploring the Path of Promoting Excellent Traditional Chinese Culture and Enhancing the Cultural Confidence of College Students in the New Era. *Youth Times*, 2020 (4): 169-170.
- [6] Pan Yuan Yuan The dilemma and implementation strategies of aesthetic education for college students from the perspective of "traditional culture campus fever": taking Tonghua Normal University as an example [J]. *Comparative Research on Cultural Innovation*, 2019,3 (30): 77-78.