

The significance and effective teaching strategies of integrating traditional culture into vocational art education

Yang Hong¹, Norzuraina Binti Mohd Nor²

¹Changde Vocational and Technical College, Changde, China;

²Faculty Of Art, Sustainability And Creative Industry, Sultan Idris Education University, Tanjong Malim, Malaysia

ABSTRACT

Vocational art education not only focuses on the cultivation of students' professional skills, but also shoulders the responsibility of improving cultural literacy and inheriting excellent traditional Chinese culture. Traditional culture, as a spiritual treasure of the Chinese nation, contains rich artistic value and ideological connotations, which can provide students with a continuous source of inspiration for their artistic creation. However, in current vocational art education, the integration of traditional culture still faces problems such as shallow teaching content and single form, which limits students' cultural identity and creativity development. To address this issue, this study proposes specific strategies such as precise curriculum design, innovative teaching methods, and promoting the integration of industry and education, in order to provide a scientific and systematic teaching framework for vocational art education and promote the deep integration of traditional culture into art education.

KEYWORDS

vocational art education; traditional culture; Teaching strategies; Cultural confidence; Artistic innovation

Traditional culture is an important component of vocational art education, providing students with rich ideological resources and cultural background for their artistic creation. Integrating traditional culture deeply into teaching can not only enhance students' artistic creation level, but also strengthen their cultural confidence and innovation ability. As Lu Xun once said, "Only with deep roots can one flourish." (summarized from Lu Xun's "The Historical Changes of Chinese Fiction", 1930) In vocational art education, integrating traditional culture can broaden students' cultural horizons and enhance their artistic expression. This study explores how to achieve a deep integration of traditional culture and vocational art education through systematic strategies, and cultivate artistic talents with both cultural heritage and innovative abilities.

1 The significance of integrating traditional culture into vocational art education

1.1 Inspire students' cultural identity and emotional resonance

Traditional culture is the foundation of Chinese national culture, and students can deeply understand the uniqueness and intrinsic value of their cultural environment by studying the artistic expressions and aesthetic ideas in traditional culture. This cultural identity is not a superficial

expression of emotions, but is obtained through a deep experience of cultural symbols, historical context, and spiritual connotations. The moral concepts, ethical norms, religious beliefs, and other contents contained in traditional culture can subtly shape students' values and inspire their sense of responsibility for cultural inheritance. This emotional resonance helps to enhance students' confidence in their own ethnic culture, and can also achieve emotional expression and sublimation through artistic creation. In the process of artistic creation, students can more naturally express their understanding and emotional resonance of national culture by integrating their own cultural cognition, thereby further deepening their sense of cultural identity.

1.2 Enhance the depth and breadth of art education

Traditional culture, as a crystallization of wisdom accumulated over thousands of years of history, encompasses a wide range of art forms, ideological concepts, and philosophical systems, providing endless materials and resources for art education. By introducing these rich cultural connotations into the classroom, students can broaden their artistic horizons and be exposed to more diverse artistic expression techniques and aesthetic concepts. At the same time, the complex ideas and profound emotions contained in traditional culture can enhance students' ideological depth in artistic works, making their works not only limited to the technical level, but also have higher cultural and ideological value. This increase in depth can help students break free from the constraints of surface techniques and enter more complex fields of artistic expression.

1.3 Promote the improvement of students' artistic creativity and expression ability

Traditional culture, with its diversity and profound historical background, provides a continuous source of inspiration for artistic creation, enabling students to draw creative materials from it and flexibly apply them. On this basis, students can recreate traditional culture, combine modern artistic techniques for innovative expression, and form unique artistic works. The symbolic symbols, narrative techniques, and artistic expression in traditional culture can provide students with a unique creative perspective, helping them break free from single artistic thinking patterns and construct more diverse forms of artistic expression. At the same time, students can enhance the aesthetic value of their works by delving into the artistic techniques and spiritual connotations of traditional culture, and can also express more ideological and social content through art.

2 Effective teaching strategies for integrating traditional culture into vocational art education

2.1 Accurately excavate the connotation of traditional culture and deepen the design of course content

The core of integrating traditional culture into vocational art education lies in accurately exploring the connotation of traditional culture, deepening curriculum content design, and enabling students to not only stay at the surface level of understanding traditional art forms, but also deeply explore the cultural essence behind them. Traditional culture is the inheritance of skills and forms, and also contains profound philosophical ideas, aesthetic concepts, and social values. Once these connotations are fully explored, they can provide students with profound cultural inspiration and a broad perspective for artistic creation. However, current curriculum design is often limited to simple techniques and symbolic cultural displays, lacking systematic guidance on cultural depth. By re examining and redesigning the course content, combining the core values of culture

with the depth of art teaching can enable students to experience the ideological height and historical thickness of culture while learning skills, forming a teaching mode that seamlessly connects culture and art, and further enhancing the overall depth of the course.

Teachers need to start from the core connotations of traditional culture and refine teaching content to enable students to fully understand the artistic value and spiritual connotations of traditional culture. For example, when teaching traditional Chinese painting, it is necessary to teach techniques and guide students to deeply understand the aesthetic principle of "vivid and lively atmosphere" in Chinese painting. This concept is not only a pursuit of technique, but also a reflection of cultural and philosophical ideas. It involves the Taoist concept of "unity of heaven and man", reflecting the Chinese culture's reverence for nature and reverence for the power of life. Teachers can guide students to understand how to express the vitality of nature and the painter's state of mind through the density of lines and the intensity of ink colors by analyzing famous paintings from various dynasties in the classroom. In addition to copying works, students can also create works by sketching from the ground and combining them with natural scenery, and appreciate the spiritual connotation of "vivid charm" in a real natural atmosphere. Through this approach, students are no longer just imitating techniques, but experiencing the cultural philosophy in artistic creation through practice. In addition, traditional cultural crafts teaching such as ceramic art can also deepen curriculum design in a similar way. Ceramics, as an important part of Chinese culture, carry the traditional cultural concept of "craftsmanship". Course design can start with the production process of ceramic craftsmanship, combined with historical background and cultural symbols, to deeply explore the cultural spirit behind ceramics. Teachers can guide students to study ceramic styles from different historical periods, analyze the social trends and artistic aesthetic changes reflected behind them. For example, studying the warm texture of celadon and the cultural implications behind the aesthetic pursuit of "sky blue as water", and further exploring its symbolic significance in artistic expression. Through such multidimensional analysis and practical combination, students can master skills and convey deep cultural values through craft creation.

By accurately excavating the essence of traditional culture and deepening the design of course content, the depth and systematicity of integrating traditional culture into vocational art education can be significantly enhanced. Teachers should help students understand the profound connotations of traditional culture from the perspective of techniques through teaching cultural background, philosophical ideas, and aesthetic values. This teaching strategy can effectively achieve a seamless connection between cultural and artistic education, allowing students to reflect deeper cultural heritage and artistic ideas in their creations, thereby promoting art education towards a higher level of cultural inheritance and innovation.

2.2 Innovate teaching methods and enhance the effectiveness of cultural experience

The current teaching form of traditional cultural education is relatively single, and students often receive knowledge passively, making it difficult to truly understand the diversity and complexity of culture through deep participation and experience. Therefore, it is necessary to enhance students' cultural experience effectiveness through innovative teaching methods, and transform traditional culture from static knowledge in textbooks into dynamic and experiential learning content. Students can personally experience the inherent charm and artistic spirit of traditional culture through experiential and interactive teaching methods, thereby gaining a more intuitive and profound understanding in the learning process. The introduction of modern technological means such as augmented reality (AR) and digital media can allow students to overlay virtual cultural scenes in the real world, making the learning process more vivid and participatory. The core of innovative teaching methods lies in breaking the traditional one-way teaching mode, constructing

multidimensional interactive experiences, and enabling students to establish a deep connection with cultural content through hands-on experience and perceptual practice.

In specific teaching, cultural workshops are an effective experiential teaching method that allows students to deeply understand the essence of traditional culture through hands-on practice. For example, in pottery courses, teachers can organize ceramic production workshops to lead students through the entire process from material selection, process operation to finished product production, and personally experience the complexity and artistic beauty of traditional pottery. During this process, students can deeply experience the spirit of craftsmanship and the cultural imagery behind ceramics through manual operations. At the same time, teachers can invite inheritors of intangible cultural heritage to participate in teaching, allowing students to communicate face-to-face with inheritors of skills and directly feel the vitality and continuity of culture from the source of cultural inheritance. In addition, art practice classes are another effective way to enhance cultural experience. For example, organizing students to visit historical and cultural sites, museums, or traditional cultural exhibitions, combining field research to allow students to experience the on-site atmosphere of cultural heritage, and recording and expressing what they see and feel through artistic means such as painting, photography, or video recording. This on-site experience allows students to no longer be limited to theoretical learning in the classroom, but to deepen their understanding of culture through multi sensory experiences such as visual and auditory senses. Furthermore, the application of augmented reality (AR) technology can create immersive cultural experience classrooms in teaching. For example, teachers can use AR technology to overlay traditional cultural elements in real environments, such as displaying virtual scenes of ancient festivals or interactive images of historical figures next to museum exhibits, combined with students' on-site experiences, making students feel as if they have a direct dialogue with historical culture. Through this learning method, students can break through the limitations of time and space, gain a more intuitive understanding of the dynamic evolution and historical context of traditional culture, and thus achieve more diverse expressions in artistic creation.

Through the combination of cultural workshops, art practice classes, and modern technology, students can deeply participate in cultural learning through practice and personally experience the diversity and complexity of traditional culture. Experiential teaching enhances students' learning interest and perceptual ability, and also allows them to construct deeper cultural cognition through practical operation and interaction. The use of augmented reality technology allows students to experience cultural content in a more immersive way, revitalizing traditional culture in contemporary teaching environments. This teaching method breaks the traditional mode of knowledge transmission and promotes students to engage in more creative and personalized artistic expression in cultural experiences, thus providing a broader space for the modern inheritance and innovation of traditional culture.

2.3 Expand channels for school enterprise cooperation and promote the integration of cultural practice

In current vocational education, the integration of traditional culture and external resources is not yet close, and students lack platforms and opportunities to participate in actual cultural creation, which to some extent limits the improvement of students' cultural cognition and artistic creation ability. The inheritance of culture relies not only on theoretical lectures in the classroom, but also on deepening through real practical environments. Therefore, building an industry education integration platform is the key to solving this problem. Through cooperation with cultural enterprises, inheritors of intangible cultural heritage (ICH), and cultural industry institutions, schools can provide students with richer practical resources, help them closely integrate their traditional

cultural knowledge with artistic creation, and promote the innovative development of cultural inheritance in modern society.

Schools can collaborate with cultural enterprises to develop traditional cultural and artistic projects. For example, collaborating with handicraft companies and cultural and creative enterprises to hold cultural and creative design competitions with traditional culture as the theme. Students can integrate traditional cultural elements learned in the classroom into modern product design through competitions, create products based on market demand, and achieve the integration of cultural creativity and traditional skills. The entries can enter the market through the actual production and sales channels of the enterprise, and can also help students better understand the market application and transformation of cultural products through enterprise feedback. This process can not only enhance students' cultural creation level, but also provide valuable experience for commercial operation for enterprises. Schools can also establish long-term cooperation with inheritors of intangible cultural heritage and organize students to participate in practical operations of intangible cultural heritage projects. For example, inviting inheritors of intangible cultural heritage to regularly come to the school and hold traditional skills workshops to personally teach traditional crafts such as carving, embroidery, ceramics, etc. At the same time, schools can organize students to go to the inheritor's studio for on-site learning and short-term internships, in order to gain a deeper understanding of the historical culture and the complexity of skill inheritance behind these crafts. Students can experience the spirit of craftsmanship and the essence of traditional culture through this practical operation, so that they can more accurately and profoundly convey the connotation of traditional culture in future artistic creation. In addition, schools can organize students to participate in practical projects promoting traditional culture through cooperation with cultural industry institutions.

3 Conclusion

In summary, effectively integrating traditional culture into vocational art education can enhance students' artistic cultivation and cultural identity, as well as stimulate their innovation ability and artistic expression. Teachers should accurately grasp the core essence of traditional culture in teaching, and stimulate students' learning interest and creative enthusiasm through innovative teaching methods and rich practical activities. At the same time, the further deepening of the integration of industry and education will provide students with more opportunities to truly inherit traditional culture, helping them to go further on the path of cultural inheritance and artistic innovation. Future research can continue to explore how to further refine teaching strategies and strengthen their organic integration with art education, providing more practical support for the sustainable development of vocational art education.

References

- [1] Li Haiying. An Analysis of the Ways of Inheriting Traditional Culture in Art Education of Vocational Colleges [J]. Journal of Gansu Radio and Television University, 2015, 25 (4): 3
- [2] Feng Yanjing. Research on the Significance and Approaches of Integrating Chinese Excellent Traditional Culture into Vocational Art Education. China National Expo, 2023 (1): 68-70
- [3] Zhu Xiaobei. Practice and Exploration of Promoting Traditional Chinese Culture in Vocational Art Education [J]. Art Grand View, 2019
- [4] Yang Guang. Integration of Traditional Cultural Elements into Continuing Education Practice in Art and Design Major [J]. Northern Literature: Part 2, 2017 (5): 1