

The Modern Teaching Transformation Path of Traditional Arts and Crafts Skills

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Abstract: With the acceleration of modernization, the inheritance of traditional arts and crafts skills is facing challenges, and it is of great significance to study its transformation path to modern teaching. This article focuses on the modern teaching transformation of traditional arts and crafts skills, first expounds the inheritance dilemma it faces and points out the importance of research. By analyzing the theoretical basis of traditional arts and crafts skills and modern teaching, the basis of their integration is clarified. This article discusses the factors that restrict the transformation of modern teaching in terms of concepts, teaching system, teaching staff and teaching resources, and constructs a transformation path covering updating teaching concepts, building a scientific teaching system, strengthening the construction of teaching staff and integrating teaching resources. It aims to solve the problem of difficult integration of traditional arts and crafts in modern teaching, provide support for its effective inheritance and development in modern teaching, and promote the sustainable development of traditional arts and crafts in contemporary society.

1. Introduction

With the rapid progress of globalization and modernization, traditional arts and crafts, a treasure bearing rich historical and cultural connotations, are facing severe challenges of inheritance and development [1]. As an important part of human civilization, traditional arts and crafts show the unique creativity of different nationalities and regions, and it is also a vivid embodiment of cultural diversity [2]. However, with the impact of modern industrial civilization, the inheritance space of these skills is gradually squeezed, and the number of inheritance people is shrinking, and some skills are even on the verge of being lost [3]. Under this background, it is particularly urgent to explore the modern teaching transformation path of traditional arts and crafts skills.

From the perspective of cultural inheritance, traditional arts and crafts skills are the living carriers of national culture. Its unique aesthetic concept, exquisite craftsmanship and profound historical background play an irreplaceable role in maintaining the roots of national culture [4]. Through the transformation of modern teaching, more people can contact, understand and pass on these skills, so that national culture can glow with new vitality and vitality in contemporary society [5]. From the perspective of educational development, the integration of traditional arts and crafts skills into modern teaching enriches the teaching content, expands the teaching field, helps to cultivate students' aesthetic ability, innovative spirit and practical ability, and promotes the all-round development of quality education.

Although some achievements have been made in the protection and inheritance of traditional arts and crafts skills in the industry at present, the systematic research on its modern teaching transformation path is still relatively weak [6]. Some studies focus on the protection and restoration of traditional skills, but fail to explore how to effectively integrate them into the modern teaching system; There are still some studies that only stay in the theoretical discussion stage and lack the guidance of practical operation [7]. The purpose of this study is to comprehensively sort out the restrictive factors of the transformation of traditional arts and crafts in modern teaching, explore practical transformation paths, and provide support for the inheritance and development of traditional arts and crafts in modern teaching. In order to realize the sustainable development of traditional arts and crafts in contemporary society and make it shine on the stage of modern teaching.

2. Related theories of traditional arts and crafts skills and modern teaching

Traditional arts and crafts skills, as a bright pearl in the long river of human civilization, have unique connotations. It covers many aspects, such as modeling, color, material, etc., and presents artistic works with regional characteristics and national style through manual production [8]. From exquisite ceramics, gorgeous embroidery to ancient wood carving, each skill carries rich cultural implications and aesthetic taste, and its artistic value is not only reflected in the external form of the work, but also in the persistent pursuit of exquisite craftsmanship in the production process. Modern teaching aims at cultivating all-round talents and upholds the concepts of people-oriented and teaching students in accordance with their aptitude. Its teaching principles pay attention to the unity of science and ideology, and the integration of theory with practice. In terms of methods, the flexible use of teaching, discussion, practice and other ways. Compared with traditional teaching, modern teaching emphasizes students' dominant position and encourages autonomous learning, cooperative learning and inquiry learning to meet the social demand for innovative talents.

The integration of traditional arts and crafts skills into modern teaching has a solid theoretical basis. According to the theory of cultural inheritance, culture is a valuable wealth for the development of human society and needs to be handed down from generation to generation. As an important part of culture, it is an inevitable choice to realize the inheritance of traditional arts and crafts through teaching transformation. The theory of interaction between education and culture shows that education has the function of transmitting and preserving culture, and culture also affects the content and method of education. Integrating traditional arts and crafts skills into modern teaching can not only enrich the teaching content, but also promote the inheritance of skills with the help of education and realize the benign interaction and coordinated development of the two.

3. Barriers to modernizing traditional arts and crafts education

In modern society, the rapid pace of life and highly commercialized environment make the public's cognition of traditional arts and crafts skills biased. Most people regard traditional arts and crafts as an art form for appreciation only, ignoring the profound cultural connotation behind it and its value in modern education. The educational circles generally pay less attention to the teaching of traditional arts and crafts skills, and tend to invest resources in the so-called "more practical" disciplines, believing that traditional skills have little to do with the development of modern society. This has seriously hindered the promotion and transformation of traditional arts and crafts skills in modern teaching.

In terms of curriculum, the particularity of traditional arts and crafts skills is not fully considered in most schools' teaching courses at present. In the curriculum system, the proportion of traditional arts and crafts related courses is very small, and it lacks systematicness and coherence. There are also many problems in the syllabus, such as outdated content, failure to integrate modern design concepts and innovative elements in time, unclear and scientific provisions on teaching objectives, teaching contents and teaching methods, and difficulty in meeting the needs of modern teaching for the transformation of traditional arts and crafts skills.

The shortage of teachers specialized in traditional arts and crafts is a big problem. On the one hand, the training period of such professionals is long, which requires a long period of practice accumulation and skill inheritance, resulting in the number of professional teachers unable to meet the teaching needs. On the other hand, among the existing teachers, some teachers have certain theoretical knowledge, but their practical skills are not high, or although they are skilled, they lack good teaching ability, so they cannot effectively teach their skills to students. The survey results of traditional arts and crafts teachers are shown in Table 1. The shortage of professional teachers is the most prominent problem, which seriously affects the transformation of traditional arts and crafts skills in modern teaching.

Practice venues are very important for the teaching of traditional arts and crafts, but most schools lack special practice venues. Traditional craftsmanship often requires large space and special equipment, such as kilns for ceramic firing and forging equipment for metal processing, which are

difficult for ordinary schools to meet. Teaching equipment is obsolete, aging and not updated in time, which affects the effect of students' practical operation. There is also a serious shortage of teaching materials, and there is a lack of systematic and comprehensive traditional arts and crafts teaching materials that meet the needs of modern teaching, so it is difficult to provide students with rich and accurate learning resources. The shortage of these teaching resources greatly limits the process of modern teaching transformation of traditional arts and crafts skills.

Table 1 Survey on the Problems of Teachers of Traditional Arts and Crafts Skills

Types of teacher problems	Proportion	Degree of influence (Level 1-5)	Difficulty of response (Level 1-5)
Insufficient number of professional teachers	60%	5	4
Inadequate technical skills of teachers	25%	4	3
Inadequate teaching ability of teachers	15%	3	3

4. The path of traditional arts and crafts teaching transformation

To realize the effective transformation of traditional arts and crafts skills in modern teaching, the first task is to update the teaching concept. All walks of life need to fully realize that traditional arts and crafts skills are not only cultural heritage, but also an important resource for cultivating students' creativity, aesthetic ability and national pride. Schools and educational institutions should promote the teaching of traditional arts and crafts skills to the strategic height of cultural inheritance and innovative personnel training, actively guide students to understand its value, and stimulate students' interest and love for traditional skills.

The curriculum needs to be optimized, and the traditional arts and crafts courses should be arranged reasonably according to different learning stages and professional characteristics. In the stage of basic education, we can offer popular traditional skill appreciation courses to cultivate students' aesthetic perception; In the higher education stage, in-depth technical practice and theory courses are set up for art design and other related majors to improve students' professional quality. At the same time, it is necessary to develop a scientifically reasonable teaching syllabus, clarify teaching objectives, content, and methods, focus on the integration of traditional skills and modern design concepts, and highlight the cultivation of innovative abilities. The optimization of traditional arts and crafts courses is shown in Table 2:

Table 2 Optimized Curriculum for Traditional Arts and Crafts Skills

Learning Stage	Course Type	Course Content	Class Hours (Total)	Teaching Objectives	Theory-Practice Ratio
Basic Education	Appreciation Course	Appreciation of works of traditional ceramics, embroidery, wood carving, etc.; explanation of their historical and cultural backgrounds	16 hours	Cultivate students' aesthetic perception and interest in traditional arts and crafts skills	8:2
Secondary Education	Basic Practice Course	Basic operations of paper-cutting, weaving, pottery, etc.	32 hours	Enable students to initially master simple traditional skill operations and improve hands-on ability	3:7
Higher Education (Art and Design Major)	Professional Practice and Theory Course	Practice of traditional metal crafts; theoretical research on integration of traditional skills with modern design; innovative application of traditional patterns, etc.	64 hours	Cultivate students' ability to conduct professional design and innovation using traditional arts and crafts skills	4:6

In view of the shortage of professional teachers, on the one hand, universities and vocational colleges should strengthen the construction of related majors and cultivate professional teachers

with exquisite skills and modern teaching methods. On the other hand, the school can invite folk craft masters and non-genetic inheritors to enter the campus as part-time teachers to enrich the teaching staff. Colleges and vocational colleges should also regularly organize teachers to participate in professional training and academic exchange activities, improve teachers' skill level and teaching ability, and build a high-quality and diversified teaching team. Universities and vocational colleges should increase investment in practice sites, build specialized studios and laboratories for traditional arts and crafts skills, and provide students with a good practice environment. Moreover, it is necessary to update and improve teaching equipment to ensure that students can access advanced production tools and technologies. Schools can organize experts and scholars to compile high-quality teaching materials, integrate online and offline teaching resources, develop digital teaching platforms, and provide students with rich and diverse learning materials. Through the integration of teaching resources, it provides a solid material guarantee for the modern teaching transformation of traditional arts and crafts skills. Through the above path construction, it is expected to realize the effective transformation of traditional arts and crafts skills in modern teaching, and make this ancient cultural heritage glow with new vitality and vitality in the soil of modern education.

5. Conclusions

This article focuses on the key issue of modern teaching transformation of traditional arts and crafts skills, and is committed to finding a way to inherit and develop traditional arts and crafts skills in the modern education system.

At the beginning of the study, it is clear that the inheritance of traditional arts and crafts skills in modern society is blocked, highlighting the urgency of studying its modern teaching transformation path. By combing the theoretical basis of traditional arts and crafts skills and modern teaching, it lays a solid theoretical foundation for the follow-up research. In the process of exploring the restrictive factors in depth, this article finds that at the conceptual level, society and education circles have insufficient understanding of the value of traditional arts and crafts skills; In terms of teaching system, the curriculum and syllabus are unreasonable, which fails to give full play to the educational function of traditional skills. The teaching staff is faced with difficulties such as the shortage of professional talents and the imperfect structure of teachers' ability. In terms of teaching resources, the lack of practice sites, equipment and teaching materials limits the effective development of teaching activities.

Based on the above constraints, this article puts forward a set of systematic transformation paths. The educational subject needs to update its teaching philosophy, reverse the social and educational recognition of traditional arts and crafts skills, and place them in an important position for cultural inheritance and talent cultivation. A scientific teaching system can also be constructed, and courses can be reasonably designed and outlines can be developed based on the characteristics of different learning stages, making traditional skills teaching more systematic and targeted. Relevant educational entities should strengthen the construction of the teaching staff, cultivate and introduce professional talents through multiple channels, and enhance teachers' professional skills and teaching abilities. Educators need to integrate teaching resources, increase investment in practical venues and equipment, and develop high-quality textbooks to provide strong support for traditional skill teaching.

Through the transformation path constructed in this study, it is expected to realize the deep integration of traditional arts and crafts skills and modern teaching. This can save endangered traditional skills, revitalize them in modern education, enrich the connotation of modern teaching, cultivate students' aesthetic ability, innovative spirit and practical ability, and enhance their sense of identity and pride in national culture. In the future, we should continue to pay attention to the application effect of the transformation path in practical teaching, and constantly optimize and adjust according to the feedback, so as to ensure the steady inheritance and development of traditional arts and crafts skills in modern teaching and make positive contributions to the prosperity of national culture.

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