

An Effective Path to Integrating Folk Art in Art Education in Universities

Lili Zhang

College of Art, Jingchu University of Technology, Jingmen, 448000, Hubei, China

15604640@qq.com

Keywords: Art education in universities; Integration; Folk art; Effective path

Abstract: In this article, we first emphasize the importance of art education in universities, which is a key link in cultivating art creators and cultural practitioners. However, traditional art education models may limit students' creativity and cross-cultural sensitivity. Therefore, integration has become a key concept aimed at combining different disciplines, cultural traditions, and social participation to enrich students' learning experiences. Folk art, as an informal form of artistic expression, has important cultural and social value. It reflects the life experiences and traditions of communities and cultural groups, carrying cultural memories. Integrating folk art into art education in universities can help improve students' cultural sensitivity and promote cross-cultural understanding. The importance of this study lies in providing practical educational strategies and methods for art education in universities, which helps to cultivate art educators and practitioners with more comprehensive literacy and cross-cultural sensitivity. This study provides useful guidance and suggestions for art education in universities, creating more opportunities for students' personal and career development.

1. Introduction

Art education in colleges and universities has always been a key link in training artists, designers and cultural workers. In this field, students learn painting, sculpture, music, drama, dance and other art forms through professional courses, and explore related disciplines such as art history, aesthetics and creative thinking. Art education in colleges and universities aims to cultivate students' creativity, aesthetic perception and critical thinking, so that they can succeed in various artistic fields. However, the complexity and diversity of today's society require more flexibility and diversity in art education in colleges and universities[1]. Integration is a key concept, which refers to the integration of different disciplines, fields and cultural elements to provide a more comprehensive educational experience. In art education, integration requires the integration of traditional art education with other disciplines, cultural traditions and social participation in order to cultivate artists and creators with more comprehensive literacy[2]. As an informal and traditional artistic expression, folk art has important cultural and social value, which reflects the life experience, values and traditions of specific communities and cultural groups[3]. Folk art works are usually created by non-professional artists or ordinary community members, covering various art forms, such as painting, sculpture, textiles, ceramics and so on. These works not only have artistic value, but also carry cultural memory and social significance. Therefore, integrating folk art into college art education will help enrich students' artistic experience and promote cultural inheritance and social participation[4]. Our purpose is to explore and provide an in-depth understanding of how to integrate folk art into art education in colleges and universities. We will study the relevant educational theories, the theoretical basis of folk art, the concept of integrated education, and the methods of social cooperation and resource integration to find feasible solutions. The significance of this study is to emphasize the innovation and diversification of art education in colleges and universities, and provide students with wider learning opportunities and cultural experiences through the integration of folk art, which is helpful to cultivate artists and art lovers with interdisciplinary thinking, cultural sensitivity and social responsibility, and also helps to inherit and protect the important cultural heritage of folk art[5]. Our research will provide practical educational

strategies and methods for art education in colleges and universities, and provide more opportunities for students' personal development and career development.

2. Theoretical basis of integrating folk art

2.1. Educational theory and the concept of integrated education

Educational theory is a systematic system of basic principles, concepts and assumptions of education, which is used to understand and explain educational phenomena, processes and practices. Educational theory provides educators and educational policy makers with guidelines on how to educate and cultivate students. Constructivism theory holds that learning is a process of individual constructing knowledge, emphasizing students' active participation and exploration. Learners construct new knowledge and understanding by actively participating in problem solving, thinking, experiment and cooperation[6]. Social and cultural theory emphasizes the importance of social and cultural environment to learning. It holds that learning is not only an individual process, but also influenced by social interaction, cultural background and social practice. Learning is a social activity, which is realized by cooperating with others and participating in community practice. Higher-order thinking theory emphasizes cultivating students' critical thinking and problem-solving ability. It encourages students to think about abstract concepts, analyze information, evaluate evidence, and propose innovative solutions[7]. The theory of continuous education holds that learning is a lifelong process, not limited to school education. It encourages individuals to continue learning throughout their lives and adapt to changing social and professional needs. Integrated education is an educational method, which aims to integrate different disciplines, fields or cultural elements to provide a more comprehensive and comprehensive learning experience. Integrated education emphasizes the connection between different disciplines and encourages students to use the knowledge and skills of various disciplines to solve problems. The goal of integrated education is to cultivate students with comprehensive thinking, practical problem-solving ability and multicultural sensitivity. It emphasizes the connection between learning and the real world, so that students can better cope with complex challenges and opportunities[8]. The mutual support between educational theory and the concept of integrated education can guide the practical practice of integrating folk art in college art education.

2.2. The Theoretical Framework of Folk Art Education

The theoretical framework of folk art education is an important conceptual system used to guide and understand how to teach and cultivate students' knowledge, skills, and cultural understanding of participating in folk art. Folk art is a traditional and informal form of artistic expression, usually created by non professional artists or ordinary community members. It reflects the values, traditions, history, and life experiences of specific communities or cultural groups. Folk art works can include various forms of artistic creation such as painting, sculpture, textiles, ceramics, woodworking, etc. These works not only have artistic value, but also carry cultural memory and social significance. Folk art education emphasizes the importance of cultural inheritance. It aims to teach students how to inherit and inherit artistic traditions from specific cultural backgrounds. This includes understanding the history, symbols, symbols, and stories of culture, as well as learning how to use these elements to create artistic works. Cultural inheritance is the core of folk art, which helps to preserve and transmit cultural heritage. Folk art is usually a part of community activities, so folk art education encourages students to actively participate in the community. Students are encouraged to interact with community members, understand their needs and values, and give back to the community through artistic creation[9]. This community participation helps to establish students' sense of social responsibility and cultural sensitivity. Folk art education emphasizes the autonomy and creativity of students. Students are encouraged to express their unique perspectives and creativity, rather than just imitating traditional works. This helps to cultivate students' creativity and confidence, enabling them to showcase their individuality in artistic creation. This framework helps guide educators on how to effectively teach folk art and helps students understand and respect the

artistic expressions of different cultures. It also helps to protect and inherit the important cultural heritage of folk art.

2.3. The relationship between art education and integration theory in colleges and universities

There is a close relationship between art education and integration theory in colleges and universities, which is very important to realize high-quality art education and provide a more comprehensive learning experience. Integration theory emphasizes the importance of interdisciplinary education and encourages the integration of different disciplines and fields. In art education in colleges and universities, this means that art can be combined with other disciplines, such as science, technology, engineering, mathematics and humanities, so as to provide a more comprehensive educational experience[10]. For example, the integration of art and science can produce scientific and artistic works and promote students' cross-disciplinary thinking and innovation. Fusion theory encourages multicultural education, and art education in colleges and universities can enhance students' cultural sensitivity by integrating artistic expressions of different cultures. Students can learn and appreciate artistic traditions from all over the world, and at the same time, they can reflect on their own culture and identity. This helps to cultivate students' cross-cultural communication ability and improve their global vision. Fusion theory emphasizes the close connection between learning and practical application, and art education in colleges and universities can strengthen this concept by involving students in community art projects or projects related to practical application [11]. Students have the opportunity to apply their artistic skills to solve practical problems and make contributions to society. This practical application also helps students to better understand the role of art in society and culture. Integration theory supports individualized learning, and art education in colleges and universities can customize courses according to students' interests, abilities and learning styles. Such personalized settings help to stimulate students' interest and improve their participation and learning results. Students can choose the artistic forms and themes they are interested in, so as to explore and develop their own artistic voice more deeply. Fusion theory encourages multiple evaluation methods of educational achievements in order to understand students' learning achievements more comprehensively. In art education in colleges and universities, this can include examining students' artistic works, performance, creative thinking, critical thinking ability and contributions to participating in community projects. This comprehensive evaluation helps to determine whether the educational goals have been achieved and the degree of development of students in different aspects.

3. Effective strategies and methods for integrating folk art

3.1. Curriculum design and textbook development

Integrating folk art into art education in universities requires a series of effective strategies and methods to ensure that students can fully understand, appreciate, and participate in the tradition and innovation of folk art. This article has designed the development of courses and textbooks, as shown in Figure 1.

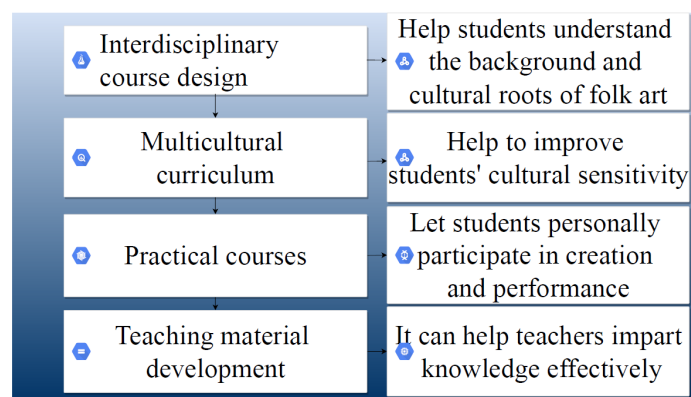


Figure 1 Curriculum Design and Textbook Development

In order to integrate folk art, universities can design interdisciplinary courses that combine fields such as art, humanities, social sciences, and cultural research. Such courses can help students understand the background and cultural roots of folk art, while cultivating interdisciplinary thinking. Develop textbooks suitable for integrating folk art, including cultural history, traditional techniques, and case studies. These textbooks can help teachers effectively impart knowledge while stimulating student interest.

3.2. Training and support of teaching staff

Professional training should be provided to teachers, enabling them to better understand and teach folk art. This includes participating in seminars, workshops, and training courses to continuously enhance the professional level of educators. Establish a mentor system to allow experienced artists and educators to guide young teachers and students. Mentors can provide guidance, feedback, and practical experience sharing to help new teachers better apply integrated folk art education. Encourage cross disciplinary collaboration among teaching staff to integrate knowledge and skills from different disciplines and professional fields. This helps cultivate educators with more creative and comprehensive thinking.

3.3. Student participation and encouragement

Encourage students to participate in community projects and apply their knowledge and skills to practical projects. This helps students to combine theory with practice and cultivate a sense of social responsibility. Provide students with opportunities to show and perform their works, so as to encourage them to show their creations in public. This can enhance students' self-confidence and let them experience the real art exhibition environment. Provide students with personalized guidance and feedback to help them develop their own artistic voice and style. Personalized guidance helps to stimulate students' creative potential.

3.4. Social cooperation and resource integration

Social cooperation and resource integration play an important role in art education in colleges and universities. They provide students with richer learning experience and educational resources, and at the same time promote the development and innovation in the art field. Establish a relationship with social partners, and link art education in colleges and universities with communities, museums and art institutions. This can provide resources and opportunities to enrich students' learning experience. Resource integration can be analyzed from the following six aspects, as shown in Figure 2.

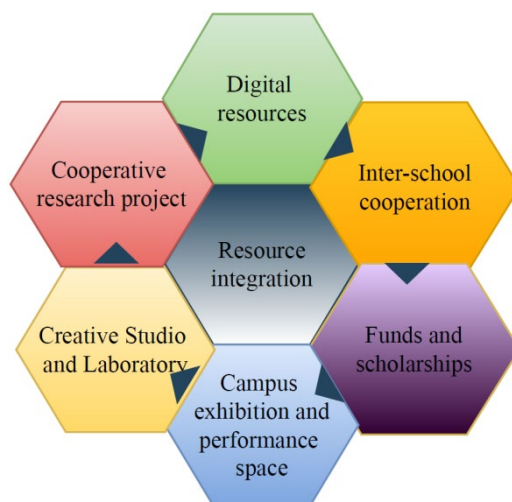


Figure 2 Resource integration

Social cooperation and resource integration provide extensive support and opportunities for art education in colleges and universities, enrich students' learning experience, promote innovation and research, and promote the development of art field. Through active social cooperation and resource

integration, colleges and universities can better realize the mission of art education and cultivate artists and creators with professional quality and social responsibility. Integrate various resources, including digital media, online platforms and library materials, to support the research and education of folk art. This helps to expand students' access to knowledge and information. Cooperate with international partners to promote international exchange and understanding. Students can learn folk art from different cultures through international projects or exchanges and broaden their horizons.

4. Conclusions

The effective strategies and methods of integrating folk art in art education in universities are of great significance in cultivating students' artistic skills, cultural understanding, innovation ability, and social participation. This process requires support from interdisciplinary curriculum design, multicultural education, practical learning, social cooperation, and resource integration. Firstly, interdisciplinary curriculum design integrates knowledge and skills from different disciplines to provide a more comprehensive learning experience. Multicultural education cultivates students' cultural sensitivity, enabling them to understand and respect the folk art traditions of different cultures. Practical learning enables students to gain a deeper understanding of art through practical creation and participation in community projects, cultivating the ability to solve practical problems. Social cooperation and resource integration provide students with abundant learning resources and opportunities, expand their horizons, and enhance their sense of social participation. Finally, effective strategies and methods for integrating folk art not only contribute to the personal development of students, but also promote innovation and multicultural understanding in the field of art. This educational model not only cultivates artists with professional competence and social responsibility, but also helps to inherit and protect the important cultural heritage of folk art. Therefore, universities should actively adopt and improve these strategies and methods to improve the quality and influence of art education.

References

- [1] Lv S H. Research on Transformation of Visual Culture and Development Path of Art Education in Universities[J]. Journal of Hubei Open Vocational College, 2019, 25(11):19-28.
- [2] Gong W U, Shaohong H. The Study on the Inheritance and Development of Tujia Folk Art in the Art Education of Local Ethnic Colleges and Universities[J]. The Guide of Science & Education, 2022, 10(9):18-24.
- [3] Shan-Shan YI. Research on the Fusion Value and Path of National Regional Dance and College Art Education from the Perspective of Aesthetic Education Reform[J]. Journal of Hubei Open Vocational College, 2019, 38(11):18-35.
- [4] Chun-Yan SI. The Modernity Fusion of Chinese Folk Art in Higher Vocational Art Education[J]. Journal of Hubei Open Vocational College, 2019, 25(35):22-35.
- [5] Congrui W, Wenmiao J. On College Fine Art Education and Inheritance of Folk Art in Modern Times[J]. Journal of Anqing Normal University (Social Science Edition), 2022, 35(12):36-48.
- [6] Liu X. Research on Folk Art Teaching in Normal Universities in the Context of Promoting Traditional Culture[J]. Education Teaching Forum, 2020, 36(1):10-39.
- [7] Wei-Ping LI. Exploration on the Path of the Development of Local Art and Creative Industries in University Art Education[J]. Education Teaching Forum, 2021, 38(15):36-42.
- [8] Dan S. Practical Exploration of Integrating Anhui Folk Art Resources into Art Education in Colleges and Universities in the Context of "Intangible Cultural Heritage"[J]. Journal of Huainan Normal University, 2019, 36(14):22-31.

- [9] Wenqing L. Exploration of the path of art education resources in Colleges and universities in Jiangxi[J]. E3S Web of Conferences, 2020, 189(36):03004-03026.
- [10] Can MO. Research on Application of Folk Arts in Design Majors in Colleges and Universities —Take the Digital Media Art Specialty of Guangzhou Maritime Academy as an Example[J].Design, 2022, 26(10):22-30.
- [11] Yang M. Unique Value of Public Art Education in Colleges and Universities from the Perspective of Cultural Confidence[J]. Educational Sciences: Theory and Practice, 2018, 18(6):10-16.