

# The Introduction and Exploration of Regional Culture in College Art Teaching

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Received: 19 December 2023; Accepted: 25 January 2023; Published: 17 February 2024

## Abstract:

There are many problems in the form and content of art education in Chinese colleges and universities, and regional culture is conducive to the combination of higher art education and ideological and political curriculum, establish students' cultural confidence, and is of great benefit to the teaching reform of fine arts. Aiming at the current situation of fine arts teaching, the following suggestions are made: (1) innovation of fine arts courses and teaching methods, showing the characteristics of regional culture in classroom teaching. (2) regional cultural investigation and practice, presenting the real folk culture more intuitively. (3) double teacher mechanism and situational teaching. (4) "experiential learning" and the combination of industry and learning.

## Keywords:

Fine Arts Teaching, Regional Culture, Reform and Innovation

## 1. Introduction

The 19th National Congress of the Communist Party of China pointed out that "building a strong country through education is the basic project for the great rejuvenation of the Chinese nation". Colleges and universities are responsible for talent training, scientific research, and social service. However, there are many problems in the form of expression and acceptance, the dislocation of form and content, and the dislocation of form and content, which are separated from the fertile soil of regional culture. Regional cultural factors should be embedded into the teaching innovation.

## 2. The Lost Soul is the Problems Existing in the Current Fine Arts Education

The disadvantages of the current fine arts education in colleges and universities can be roughly divided into four aspects. First, the phenomenon of the convergence of the education system of the fine arts major in colleges and universities is serious, whether it is a college or a private college and a vocational college, in the teaching syllabus, curriculum design, training objectives and other aspects are consistent. China's fine

arts education is constantly improving under the influence of the western teaching system, but the reform effect is not big, most of the form, the so-called change the soup, did not fundamentally solve the problem. Second, the phenomenon of heavy “technology” light “theory” is serious, on the one hand, because the school and the teacher do not pay attention to the theory class, in the teaching method is too traditional, reading from the book, resulting in the decline of students’ interest in learning, on the other hand from the students’ eagerness to succeed and benefit. In fact, the teaching of fine arts is not to let students master the technology, can understand the true meaning of beauty. The creation of works not only involves technology, but also from the cultural accomplishment and the crystallization of emotion. Third, “Shanzhai ability” is strong, and the innovation ability is weak. The inert psychology of the students themselves, are not willing to spend time and energy to design works. The wide application of network information technology provides a shortcut for students to copy, the same design works are common. This is mainly reflected in the students’ professional course homework and graduation design creation, their works have no expression of ideas and emotions. Fourth, the traditional training mode leads to a narrow professional field, a single structure of knowledge and ability, a disconnection between professional education and market demand, a disconnection from the frontier of disciplines, and a variety of difficulties in employment.

### **3. The Lag of the Concept is the Root of the Problem in Art Education**

The above problems are largely related to the imitation of western art education concepts and the incomplete reform of China. China’s traditional art education is mainly based on private schools and apprenticeship. In the 1960s, in order to save the country and strengthen itself, the Westernization Movement adopted the “middle school as the body, Western learning as the use”, introduced the advanced science and technology of the West, including the fine arts and other fields. “The west wind has spread eastward” has become a typical trend of thought in the transformation of China’s art education. At the beginning of the 20th century, the mixed education system mainly based on early education in Germany, Japan and other countries was transplanted. Especially in the 1980s, with the boom of reform and opening up, the art design major showed a rapid development trend. In the rapid development process, the new and old majors of fine arts have failed to improve the curriculum structure in time due to the intertwined history and practical problems, and the adverse effects have lasted to this day. At the same time, affected by the ecological environment of the whole fine arts education, the contradiction between the single professional structure of colleges and universities and the rapidly changing market economy has limited the cultivation and development of talents. In the process of transformation of the college education system, there are eager for quick success and instant benefit of the curriculum and education concept, in the teaching process is very prominent, weakened the education of the comprehensive cultivation of people. Although the root causes of these problems can not be solved overnight, there is still room for improvement in the reform of fine arts education. The art major is a forward-looking nature of the profession, emphasizing innovation, regional culture is an important part of traditional culture, but also the direct channel for students to perceive traditional culture. By establishing a connection between regional culture and local colleges and universities, it will inject new vitality into the single rigid teaching mode.

#### **4. Taking Multiple Measures to Promote the Continuous Innovation of the Reform of Fine Arts Teaching in Colleges and Universities**

How to introduce regional culture into the reform of fine arts teaching in colleges and universities, the summary of thinking is as follows:

##### **(1) The innovation of fine arts curriculum and teaching method**

Fine arts express the creator's thoughts and feelings through the shaping of various images, bring aesthetic and advanced design concepts into traditional fine arts to make it innovative and revolutionary, and form a unique charm in the multicultural society. Local colleges and universities should make use of the advantages of professional and teaching resources, combined with the requirements of local regional economic and cultural development, timely reform the curriculum system, set up characteristic specialties, in order to adapt to the demand for talents in the local industrial development. At the same time, for the students of fine arts majors who are good at image thinking, the characteristics of regional culture are shown in the form of images in the classroom teaching, which stimulates their interest in the knowledge exploration behind the image, enhances cultural sensitivity and cultural inclusiveness, and further understands the scientific history, cultural history, ideological history, religious history and so on of regional culture. For example, universities in Hubei Province have carried out teaching activities with Jingchu culture as the main body, Shandong Province with Qi culture as the main body, and Yunnan Province with Dian culture as the main body. With the introduction of classroom teaching, students will naturally find beauty, understand beauty, create beauty and cultivate their sentiments in creation.

Fine arts theory courses are generally set at the initial stage of the university learning process. Reasonable curriculum setting can stimulate students' learning enthusiasm and prepare them for later learning. Socrates once said: "Education is not the infusion of knowledge, but the lighting of a flame. Classroom teaching is not to pass knowledge to students as a fact or conclusion. It is more effective for students to actively acquire knowledge than for teachers to directly infuse knowledge". Teaching of fine arts majors can be divided into two categories: one is theoretical knowledge teaching, and the other is professional teaching. For the first theory teaching, can open elective courses, each university according to their own situation will list of theoretical courses for students to choose according to their interests, and then class teaching, in the explanation process combined with local characteristics, the key art knowledge for in-depth cultural analysis, to transfer or guide students to explore the cultural attributes of regional culture, cultural spirit and cultural thinking mode. This not only can enrich the teaching content of fine arts, fully connected with the actual, mobilize students' interest in learning, but also make the classroom lively, overcome the training of the disadvantages of one-size-fits-all. For the second type of courses, in the teaching process to regional cultural design cases as the key analysis object, let the students understand how these regional cultural elements are applied to professional practice design and can be used for reference.

The teaching methods of fine arts major in colleges and universities should be mainly induction and inspiration, teachers should consider the psychological characteristics and interest points of students, encourage and guide students to actively participate in the teaching process, cultivate students to actively accept knowledge, explore, find, improve and summarize the aesthetic modeling rules and methods. The introduction of regional culture into the classroom is more easily

accepted than the solid knowledge of books, and can improve students' interest and enthusiasm in learning. For example, the number of universities in Wuhan ranks the forefront in the country, which has great advantages in playing and spreading regional culture. The area is the center of Chu culture formation, which provides a lot of design materials for the creation of art students. There are many excellent design cases in Wuhan, such as the decoration on the wall of Wuchang Railway Station, the sculpture in the East Lake scenic area, the public art murals in the subway station and so on. These explanations are far more vivid than the teachers' incessant reading from the book or the slide presentation.

## (2) Regional culture investigation practice

One place breeds one culture, and one culture affects one economy and creates one society. The value of introducing regional culture into art education lies in giving full play to the charm of regional culture from the perspective of art. As a place to breed culture, spread culture and innovate culture, universities should give full play to the characteristics of regional art, so that different regions and different levels of art majors can form their own characteristics and promote the innovation and development of regional culture.

Traditional teaching focuses on memory training, ignores the cultivation of imagination and innovation ability, which is easy to make students' thinking solidify and lack critical spirit. In the exploration and practice of teaching reform, teachers should guide students to learn to think independently, and explain the development of local regional culture and the style comparison with different regional cultures under the background of the whole regional "cultural context". Students are organized to go to museums, art galleries, folk art galleries and so on to experience the characteristics of regional culture, and write their impressions after class, talk about their understanding of regional culture, or describe their own unique insights through the description of interesting objects and decorative elements. Although these impressions do not have much academic level, they are at least full of true feelings, rather than the same plagiarism online. In order to integrate regional culture into campus life and produce effectiveness, schools can rely on local festival activities, folk customs, carry out school cultural activities, or regularly hold some theme design and painting competitions, set up relevant rewards, and encourage students to apply these materials to practical creation. In this process, schools should encourage and guide students to go out of the campus, take the initiative to accept the influence and infiltration of regional culture, and introduce the cultural content of regional characteristics into campus life.

"At the wind" and "Life sketch" are compulsory courses for college art majors, taking into account the multiple tasks and significance of deepening the nature, field investigation, experiencing life and social practice. Lead the students to understand the local culture, excavate the rich image resources contained in folk customs and culture, show the unique regional culture, integrate the perception of life into the creation, improve the spiritual connotation expressed by the work, and avoid the direct appropriation of fast food.

The art major in colleges and universities can appropriately add regional cultural investigation practice courses, carry out field investigations in the local area, and present the real folk culture more intuitively through on-site investigations and on-site observations. For cultural heritage, intangible cultural heritage inheritors, folk art, etc., use documentary photography, video, interview and other forms to objectively record,

take the form of group discussion and investigation report, guide students to give full play to their autonomy and creativity, put forward reasonable solutions to cultural heritage protection and folk art innovation, strengthen the ability to solve problems, provide practical basis for theoretical courses, and accumulate practical experience for their future art creation. This art major in colleges and universities can not only optimize the classroom content, awaken students' interest in learning, but also play a role in inheriting regional cultural heritage.

(3) Double-teacher mechanism and situational teaching With the current economic take-off of China, the society is also experiencing a transformation. In this context, the requirements for the comprehensive quality of college graduates are also constantly improving. Graduates with narrow professional knowledge, single ability structure and lack of innovative spirit trained by traditional mode are no longer suitable for the development of current social economy. It is urgent to establish a double-teacher teaching team and cultivate compound talents with knowledge, ability and pioneering spirit. Fine arts teachers should not only have solid theoretical knowledge, but also have rich social practice experience, so as to build a flexible and diverse practical teaching platform for students. First of all, improve the practical ability of fine arts teachers in colleges and universities, strengthen school-enterprise cooperation, send teachers to local well-known enterprises for work exchange in batches, or directly participate in the actual engineering projects and cultural creative product development of enterprises. For example, Wuhan Donghu University should meet the requirements of teaching management, organize teachers to go to relevant enterprises for temporary training every year, update the knowledge structure, and encourage teachers to lead students to participate in actual cases of enterprises. Secondly, actively hire local folk artists and intangible cultural heritage inheritors to enter the art teaching classroom, regularly carry out a series of lectures in the school or as part-time teachers, participate in the practical teaching of professional courses, and show the skills to the students based on the physical works. This will make the theoretical knowledge learned in the classroom dependent on the background, experience and practice, and also avoid the formalism tendency in the teaching reform. The purpose of introducing regional culture into classroom teaching is not to simply explain the knowledge of regional history, but to understand the whole "cultural context" behind regional culture through this teaching form, let the students feel the profound traditional culture, and cultivate their open and healthy aesthetic values. The on-site demonstration of folk artists and the customs and stories behind the skills will infect the students' exploration of traditional cultural deposits, and these teaching effects are difficult for college teachers to achieve. For example, the ceramics course of Wuhan East Lake University should meet the teaching needs, actively consult relevant experts and regularly hold relevant lectures and practical teaching, organize teachers and students to observe ceramic technology, research materials and process skills training, inspire students' innovative ideas, broaden their horizons, and achieve better results.

#### (4) "Experiential learning" and the combination of industry and learning

Experiential learning enables students to obtain personal experience, feelings, reflections, summaries and transformations into theories or achievements in course activities, and finally apply theories or achievements to practice. Experiential learning can mobilize students' enthusiasm and enthusiasm, and feel and reflect on the learning process from experience. Students' understanding and interest in "experiential learning" is based on the understanding and interest in regional traditional culture.

Through “experience”, students’ deep understanding of regional traditional culture and design innovation are triggered. Local colleges and universities influence and promote each other between regional cultural development. Local colleges and universities have excellent talent reserves, and need to shoulder the responsibility of regional characteristic cultural inheritance and innovation, actively participate in and lead the construction of regional characteristic culture. For example, Hubei institutions of higher learning can regularly carry out some art exhibitions with regional characteristics, such as Xiaogan paper-cut carving, Mianyang paper-cut carving, etc. This kind of folk art shape, texture and color are the sustenance of local people’s thoughts and feelings, soaked in regional folk culture connotation. For example, universities in Shanxi can hold art and culture exhibitions according to regional cultural characteristics, Shanxi brick sculpture art exhibition, tablet expansion calligraphy exhibition, etc. Through traditional culture art exhibitions, students can comprehensively understand traditional culture, enhance their understanding of regional traditional culture, tap the deep connotation of traditional culture, and realize cultural development and cultural innovation.

## 5. Conclusions

With the continuous promotion of regional cultural modernization, cultural and tourism integration has become a trend. The industrial development and utilization of local traditional culture has become an important way to promote and spread culture. Universities should be based on personnel training, focus on the contemporary era, be guided by serving local development, develop and utilize the advantages of local resources, actively explore the integration of regional culture with production enterprises and local economic departments, and encourage school-enterprise cooperation in running schools, establish close cooperation partnership, try to combine theoretical teaching with studio professional training curriculum reform model, implement the practice link, and based on regional cultural characteristics, carry out a series of artistic and practical cultural derivatives research and development, promote the innovation and development of regional culture. For example, the advertising design and production professional of the College of Art and Design of Changjiang Vocational College jointly held the “interactive works exhibition” of the fourth creative market activity of “one college one product”. In addition to the traditional work exhibition, there is also a large-scale public welfare activity called “Making the Blind Sightful”, which has been well received in the school and society. In addition, universities should carry out various forms of cooperation with local cultural industry companies, such as museums, art museums, galleries and other institutions, and establish innovative practice bases for students to practice and train. With the development of regional cultural industry, the art major in colleges and universities should give full play to talents and professional advantages, carry out scientific research projects with regional characteristics, and realize the organic combination of industry, academia and research. The projects of cultural enterprise cooperation in colleges and universities should encourage students to participate in every link of the project implementation, form a new mode of open, interactive and sharing industry-academia cooperation, radiate and disseminate knowledge to the society, realize the inheritance and extension of regional culture, promote the sustainable development of local college education, and make it truly shoulder the responsibility of serving the local economic and social development.

## Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

## Funding

(1) This work was supported by the Research achievement of educational and teaching project “Research on the Value of College Students’ Aesthetic Education under the Background of New Art Subject” of Wuhan Donghu University.

(2) This work was also supported by the Office of the Leading Group for Party Building Work of the CPC Hubei Provincial Committee and the Hubei Provincial Party Building Research Association established the project "Research on the Path of Integrating Intangible cultural Heritage Education into Ideological and Political Elements to Help Rural Talents Revitalize under the guidance of Party Building", grant number 2023X45.

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