

A Study of Strategies for Cultivating “Cultural Understanding” in High School Arts and Crafts Teaching

Fangying Li^{1*}, Kaiwen Yuan¹

¹ Zhejiang Normal University, Jinhua, China

Email Address

18257603093@163.com (Fangying Li)

*Correspondence: 18257603093@163.com

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Abstract:

In recent years, the cultivation of students' cultural confidence and the inheritance and preservation of traditional culture have become more and more important elements of school teaching. Cultural understanding, as one of the five core qualities of the art discipline, emphasizes the need to cultivate students to observe and understand art works, art phenomena and concepts from a cultural perspective, which has an irreplaceable role in the process of cultivating students' cultural self-confidence. China's traditional crafts have a long history and are an extremely important part of Chinese culture, rich in aesthetic value and nurturing value. This paper is aimed at promoting the formation of high school students' "cultural understanding" literacy, emphasizing the importance of cultural understanding literacy, giving teaching strategies, and trying to provide new ideas for high school craft teaching to cultivate students' cultural understanding literacy from a new perspective.

Keywords:

Cultural Understanding, Art Core Literacy, Teaching Arts and Crafts in High Schools

1. Introduction

In 2017, the Ministry of Education officially announced the General High School Art Curriculum Standards (2017 Edition), marking the official entry of China's basic art education into the era of core literacy. The standard points out that the five core literacies of the art discipline specifically include: cultural understanding, image literacy, artistic expression, aesthetic judgment and creative practice. [5] Professor Yin Shaochun pointed out that in order to discuss the core literacy, we must first mention culture, and art is a high degree of condensation of culture, as well as a concentrated reflection of cultural characteristics. [1] From this, we can see that art learning is not only a simple learning of knowledge and skills, but also a cultural learning. High school students are the new force of national culture inheritance, and the craft module in high school art is an important way for students to get in touch with and understand traditional Chinese handicraft culture. In view of this, school teachers need to continue to study and explore the teaching strategies of the crafts

module, so as to promote students' understanding of and identification with their own culture, and to develop the literacy of "cultural understanding" in their learning.

2. The Place of "Cultural Understanding" Literacy in the Core Literacy of the Art Discipline

The core literacy of the art discipline includes five aspects: cultural understanding, image literacy, artistic expression, aesthetic judgment and creative practice [5]. Among them, the cultivation of the other four qualities cannot be separated from the cultivation of cultural understanding, and students should, on the basis of cultural understanding, use media for artistic expression and creation through the recognition and judgment of artistic images, so as to get the comprehensive cultivation and development of the core qualities of the art discipline. Therefore, in art learning, students' cultural understanding is the basis for art learning activities.

3. The Significance of Cultivating "Cultural Understanding" in High School Arts and Crafts Instruction

This section discusses the significance of cultivating "cultural understanding" in high school arts and crafts teaching from three perspectives: student development, cultivation of core qualities, and cultural heritage of arts and crafts.

3.1. Promote students' recognition of local culture and enhancement of cultural confidence

In today's deepening globalization, the younger generation is influenced by cultures of different countries to varying degrees every day, and while we emphasize cultural tolerance, we should pay attention to the younger generation's insufficient knowledge of their own culture. Under the impact of foreign cultures, students' sense of identification with foreign cultures is constantly strengthened through foreign cultural products, such as Korean dramas, American dramas, foreign festivals, etc., thus weakening their sense of identification with their own cultures and leading to the loss of national pride, so the importance of cultivating students' "cultural comprehension" literacy is self-evident. The development of traditional handicrafts has been accompanied by the emergence and change of human history, and has a profound cultural accumulation, which is the representative of Chinese traditional culture. Through the study of arts and crafts in senior high school, students can feel the history and cultural heritage through contact with and understanding of traditional Chinese handicrafts, enhance their recognition of their own culture, and strengthen their cultural confidence.

3.2. Promoting the overall development of students' core art literacy

The cultivation of "cultural understanding" literacy is the basis for the development of core literacy in the art discipline. Traditional handicrafts are the products of human labor using tools and are closely related to human life. Traditional handicrafts are characterized by regional characteristics, reflecting local customs and habits to a large extent, and therefore have rich cultural connotations. Based on the cultivation of "cultural understanding", students are able to appreciate and make traditional handicrafts from a cultural perspective, thus contributing to the comprehensive formation of the five core arts literacy skills of students.

3.3. Promoting the living transmission of traditional handicrafts

Today, with the rapid development of science and technology, people's lives are becoming more and more intelligent and technologized. Traditional handicrafts, as arts and crafts with aesthetic value differentiated from the mechanized mass production of large industries and produced by manual labor, have been continuously impacted by modern civilization due to the complexity of the production process, lack of markets, and low income of the craftsmen, and are facing the predicament of no one to succeed them and the loss of their crafts. As a cultural heritage created by Chinese working people over thousands of years of production and life, traditional handicrafts are priceless treasures of the Chinese nation and should be protected and developed, and education is the necessary way to realize the living inheritance of handicraft culture. The future of the country is the future of young people, and the key to the protection of traditional handicrafts is to implement it into the cultural understanding and cultural identity of young people, and to let the younger generation experience and understand the traditional handicraft culture in depth, in order to promote the inheritance and protection of traditional handicrafts.

4. Teaching Strategies for Cultivating Cultural Understanding in High School Arts and Crafts Instruction

According to the developmental characteristics of high school students and the cultural characteristics of arts and crafts, the author puts forward the following teaching strategies through analyzing and thinking, in order to provide new ideas for arts and crafts teaching to cultivate students' cultural understanding of literacy more efficiently.

4.1. Create authentic situations and use a variety of teaching methods

In the Teaching Tips and Suggestions for the Craft Module of the Interpretation of the General High School Art Curriculum Standards (2017 Edition Revised in 2020), it is pointed out that teaching should be carried out in a practice-led manner in the cultural context of life experience. [6] In the teaching of traditional handicrafts in high school, the teacher should pay attention to the creation of teaching contexts closely related to students' daily life, extract the contents of traditional handicrafts that are close to the students' life experience, and start from the local culture that students are most familiar with. Teachers should focus on creating teaching situations related to students' daily life, extracting contents of traditional handicrafts close to students' life experience, and starting from the local culture that students are most familiar with, and digging out local traditional handicrafts familiar to students. Only by understanding and recognizing the local culture of their hometowns can they understand the connotation and content of traditional Chinese handicraft on this basis. At the same time, we create situations for students to learn and do real creative activities, to feel the craftsman's spirit of artisanship and the production process, cultural connotation and artistic aesthetic value of traditional handicrafts, to understand traditional handicrafts in a subtle manner, to form a sense of cultural identity and national pride, and to promote the formation of the literacy of "cultural understanding".

4.2. Improvement of teaching conditions, breaking away from traditional classroom lectures and increasing the use of research-based learning and practical activities

In the Teaching Tips and Suggestions for the Craft Module in the Interpretation of the General High School Art Curriculum Standards (2017 Edition Revised in 2020), it is stated that teachers should explore a variety of activity avenues to construct the teaching system by combining internal and external methods. [6] Traditional crafts are highly operational and practical, and it is difficult for students to gain a clear understanding of traditional crafts through simple picture appreciation. The traditional “one-lecture” teaching is led by the teacher, and students passively acquire knowledge, which often leads to half-understanding, low interest, and “cultural understanding” literacy is difficult to truly realize. In order to solve the problem of too closed school teaching, schools can cooperate with museums, non-heritage bases, and invite non-heritage inheritors into the classroom to carry out face-to-face non-heritage teaching, through the exchange with the inheritors and direct contact with non-heritage traditional handicrafts, to understand the skills of traditional handicrafts, the development of the historical lineage and culture, and to analyze the relationship between the traditional handicrafts and the characteristics of the region, the culture of the region, the natural environment, local living habits, etc. The students are often led by teachers to passively acquire knowledge. Analyze the relationship between traditional handicrafts and regional characteristics, regional culture, natural environment, local living habits and other factors, understand the value and significance of traditional handicrafts from the level of history and culture, promote students’ cognition of their hometown culture, and stimulate students’ feelings of love for their hometown handicrafts.

4.3. Adopting interdisciplinary teaching and integrating multi-disciplinary knowledge to deepen students’ understanding of craft culture

The General High School Art Curriculum Standards (2017 Edition Revised in 2020) states, “Art teachers need to actively contact teachers of other disciplines to guide students to use the specialties of art such as visual perception, figurative thinking and pictorial expression, and to participate in various interdisciplinary curricula for research-based learning.” [7] The development of traditional handicrafts so far has a profound historical heritage and cultural connotation, and it is difficult for students to form a comprehensive knowledge of traditional handicraft culture only by relying on the study of art subjects. Therefore, art teachers need to explore the common elements between traditional handicrafts and other disciplines, form teaching groups with teachers of other disciplines, and develop school-based courses, so that students can promote the linkage of knowledge, consolidate their cognitive structure, and contribute to the formation of “cultural understanding” literacy under the study of different disciplines.

5. Conclusions

In conclusion, as the country pays more and more attention to the cultivation of cultural self-confidence, people gradually recognize the importance of traditional culture, and a correct cultural orientation can make high school students love and identify with their own culture, enhance their cultural self-confidence, and become the new force of cultural inheritance. The humanistic nature of the art discipline requires that teaching be oriented to the cultivation of “cultural understanding” in the core qualities of students, and that attention be paid to the teaching of the crafts module in the high school art curriculum, so that students can deeply understand the historical development of traditional Chinese handicrafts, explore the skills of traditional

handicrafts, and feel the unique characteristics of traditional Chinese handicrafts. We want students to learn about the historical development of traditional Chinese handicrafts, explore the skills of traditional handicrafts, feel the unique cultural charm of traditional Chinese handicrafts, guide students to recognize, understand and inherit traditional Chinese handicrafts, form the literacy of “cultural understanding”, and enhance their cultural self-confidence. However, at present, there are still many outstanding problems in the cultivation of “cultural understanding” literacy in high school arts and crafts teaching. Teachers should continue to dig deeper into the cultural connotations, and conduct more in-depth thinking on the teaching of traditional handicraft in fine arts, so as to teach more effectively and promote students’ “cultural understanding” literacy. “Cultural understanding” literacy formation and development.

Conflicts of Interest

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

Author Contributions

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