

Research on the path of folk art teaching reform of preschool education major in colleges and universities

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Abstract: Folk art is an important part of art education in colleges and universities of our country, to provide students with folk art, a vivid and colorful modeling system and training methods, effectively promote and spread the excellent culture of our country, and promote the exchange of Chinese culture with the world, enhance the importance of a firm cultural self-confidence. Based on the reality of folk art teaching in preschool education major, this paper aims to build a new and effective teaching mode, integrate folk art with other subjects, and build a practical teaching platform inside and outside school, stimulate students' interest and love of folk art, protect the important position of folk art in the teaching process, so as to achieve the effective teaching of folk art.

Keywords: preschool education major; Folk Art; teaching reform

1. The origin of Curriculum Reform

1.1 Folk art is an important part of the liberal education

As the original art system with the longest history, the widest distribution, the most characteristic and the greatest value in our country's traditional art, folk art is known as "Mother Art". It not only carries the rich historical and cultural connotation, but also becomes an indispensable part of the liberal education with its unique artistic form and aesthetic value. The National Plan for the development of art education in schools (2001-2010), issued by the Ministry of Education in 2002, shows the important role of art education in school education. This is of great significance to the reform and development of the work of art liberal education for college students. The folk art has become the main position to train the pre-school students' aesthetic sense, virtue and art skills. By combining the traditional aesthetic view with the development of modern society, college students can further improve their personality and spirit, and meet the needs of the Society for high-quality college students.^[1]

1.2 Folk art is the need of higher education

As a treasure of the Chinese nation's long history and cultural heritage, folk art is not only an important part of the art field, but also an indispensable part of higher education, especially in liberal education. In today's society, with the accelerating development of globalization and the increasing prominence of cultural diversity, college education is paying more attention to the training of students' comprehensive quality, while the integration of folk art, for the realization of this goal provides a rich and unique resources. "The outline of the national medium and Long-term Education Reform and development plan (2010-2020)" points out in the higher education personnel training: "Firmly establish the central position of personnel training in the work of colleges and universities." Folk art is an important part of traditional culture, which has distinctive national and regional characteristics, to strengthen the study of national culture, so that college students understand our broad and profound national culture, strengthen students' sense of national pride and belonging.^[2]

1.3 The research on the application of folk art in university art education

Lu Shengzhong used a large number of illustrations and vivid artistic language to interpret the psychological and spiritual characteristics of artistic modeling in various genres, this paper analyzes the problem of how to take the modeling course. Zhang Reibo emphasized the positive role of folk art in art education and demonstrated that many artists embody the value of folk art through art practice. Like

Picasso's shock at african-n sculpture. To sum up, many scholars hold their own views on the applied research of folk art in teaching, but there is no comprehensive and systematic research on the training objectives, methods and reference value of teaching. The subject puts forward the implementation path of folk art in pre-school education specialty of colleges and universities, innovates the way and method, improves the classroom teaching quality, hopes to be able to carry out through the college education enterprise, for our cultural heritage, talent training to find the best development methods and strategies.^[3]

2. Research significance

2.1 Theoretical significance

It is helpful to further enrich the research perspective of folk art education in colleges and universities. The new era provides a good background for folk art teaching, through strengthening the analysis of the current situation of teachers' folk art teaching paths, college students' aesthetic concepts and behaviors, to explore and solve the specific problems of folk art education in colleges and universities, and to find out the ways of its education. At the same time, it helps to enrich the theoretical system of folk art education in colleges and provides a solid theoretical guarantee for the development of folk art education in colleges and universities.^[4]

2.2 Practical significance

It provides a lot of educational resources for the folk art education in colleges and universities, and the curriculum is beneficial to the cultivation of innovative talents in China. On the basis of blending the excellent cultural ideas and aesthetic tastes of the Chinese nation, it provides the students with folk art, a rich and varied modeling system and training method, effectively carry forward and inherit our excellent national traditional culture and great national spirit. Of course, it also provides an important basis and blueprint for the future artistic creation, the inheritance of folk art and the in-depth exploration of art education in preschool education.^[5]

3. Research content

3.1 The modeling context of Chinese excellent traditional painting

The modeling context of Chinese fine traditional painting is a profound reflection of oriental aesthetic ideas and natural philosophy concepts, which transcend simple forms and techniques, it combines the painter's profound understanding and unique emotional expression to the universe, nature and life. In this context, painting is not only the presentation of visual arts, but also the bridge of dialogue between soul and nature, and the materialization of the spiritual world. The birth of a work of art, composition, modeling and color is the basic principles of creation. The folk art may use its composition characteristic to train the student to carry on the infinite extension to the limited space. In addition, through the teaching of traditional Chinese folk art, students can master how to match harmonious colors and create artistic works with personal style characteristics. It is not only an expression of visual arts, but also a concentrated embodiment of Chinese aesthetic concept, philosophical thought and cultural connotation.^[6]

3.2 Chinese excellent traditional hand modeling context

The handwork course is an important part of pre-school education in colleges and universities, which mainly includes paper-cutting, tie-dyeing, batik, paper carving, dyeing paper, knitting, origami, folding and clay sculpture. This course has a wide range of practical and innovative, and the pre-school education students' practical ability, innovative ability, aesthetic ability put forward higher requirements. The modeling context of Chinese excellent traditional handicraft art is a complex system full of rhythm, momentum, proportion and characteristics. It not only embodies the spirit and wisdom of the Chinese nation, but also shows the profound and unique charm of Chinese culture. In the future development, we have reason to believe that these traditional handicrafts will continue to radiate new vitality and vitality for the Chinese nation's cultural heritage and development to make greater contributions.^[7]

3.3 The modeling context of Chinese fine arts appreciation

The education of Chinese art appreciation is to enrich the teachers' aesthetic experience by guiding the students to appreciate and feel the Chinese art works, the national natural scenery and the beautiful things in the national social environment, to increase students' understanding of Chinese art, enhance students' sense of identity and belonging to national art. The modeling context of Chinese fine traditional art appreciation is an art world full of image beauty, decoration and symbolism, unique concept of time and space, and rich techniques and materials. It is not only an important part of Chinese culture, but also the common cultural heritage of all mankind. When we appreciate these traditional works of art, we can not only feel their unique artistic charm and aesthetic value, but also appreciate the profound cultural and spiritual pursuit of the Chinese nation.^[8]

4. Research objectives

Explore the path of folk art teaching for pre-school education majors in colleges and universities. On the basis of integrating the excellent cultural concepts and aesthetic tastes of the Chinese nation, we will create three-dimensional and diversified classrooms to achieve teaching innovation. Improve the folk art quality of college students. The folk art spirit needs to restore the traditional brilliant art existence, and more importantly, absorb the cultural connotation and the original vigor of the folk art, and put it into the new creation. In short, by deepening cognition, constructing curriculum system, innovating teaching methods and means and promoting deep integration, it provides strong support for the training of pre-school education professionals with profound cultural background, good artistic quality and innovative ability.^[9]

5. Thoughts on curriculum reform

5.1 Innovation-oriented professional curriculum construction

The university may combine the student innovation start-up demand and the fine arts education characteristic, open the folk fine arts public common knowledge curriculum, add the innovation practice curriculum, pays attention to the practice curriculum resources development, students in the practice and learning art exhibitions and planning knowledge at the same time, participate in university or enterprise exhibition activities, so that students grow in practice. In addition, in the era of big data and artificial intelligence, the use of digital methods to protect the art of tie-dye hill is bound to become a trend. Its charm is not only convenient school teachers and students, it can successfully build a well-connected "Education network.". Teachers can make great efforts to publicize the connotation and concept of folk art culture, fully display the characteristics of art specialty, and make students willing to study art specialty knowledge with a positive and active attitude, constantly improve their own aesthetic ability.^[10]

5.2 Innovation-oriented teaching process reform

For different types of folk art, teachers can use the combination of coding learning and experiential learning, online + offline methods, IED technology, digital equipment, media interaction and more and more high-tech and equipment are applied to education, the superiority of the application of these advanced technologies finally makes the development of art education take on the characteristics of diversification and diversification. At the same time, the students were guided to visit the museum, and the inheritors of Chinese folk art were invited to the class to help students absorb and master the teaching content. It is not limited to styles, materials and expression techniques, and encourages students to use various art forms such as installation, performance, video and new media to provide students with a new way of thinking about art. In teaching evaluation, teachers should not only take the requirements of realistic painting as the standard, but also pay attention to the students' participation in creation, the creativity of works and the evaluation of Students' innovative ability and comprehensive quality.

5.3 Innovation-oriented practice

In recent years, the innovation-oriented practice of folk art in colleges and universities has been widely developed and deepened, which not only promotes the inheritance of folk art, it has also

stimulated the innovative spirit and cultural consciousness of young students. The practical teaching activities inside and outside the school is an important link for students to develop their professional theories and creative skills. Teachers should guide students to actively participate in folk art training, environmental and cultural construction, art creation, community activities, competitions, exhibitions and other diverse art practice activities, arouse students' enthusiasm for learning, to enable students to give full play to their expertise, improve the level of professional skills and comprehensive quality. Colleges and universities actively undertake non-hereditary groups of research and study program, through Curriculum Exchange, joint creation, work observation and other ways to help folk artists develop innovative consciousness. At the same time, we can organize academic research and forums, invite experts and scholars and folk artists to discuss the inheritance and innovation of folk art.

6. Reflections on curriculum reform

6.1 Create a new and effective teaching model

In the major of pre-school education in colleges and universities, folk art, as a course integrating traditional culture and modern educational ideas, its innovative and effective teaching mode is particularly important. The traditional teaching model lays too much emphasis on the teaching method and the model method, and takes the shadow painting method of "The object sketch" as the main educational model, construct high-quality art classroom, realize the classroom teaching efficiency promotion. To improve the innovation and effectiveness of folk art teaching model for pre-school education in colleges and universities, it is necessary to adjust the proportion of subjects, adopt network multimedia teaching method, implement group cooperative learning method and pay attention to teaching evaluation and feedback. Only in this way, can we build a folk art teaching model that is in line with the requirements of the times and has distinct characteristics, and contribute to the training of high-quality pre-school education professionals.

6.2 Integration of folk art and other subjects teaching content

Permeating Chinese traditional folk art, students can not only discover the symmetry beauty, but also can extend the knowledge, in art learning and practice to master a certain amount of mathematical knowledge imperceptibly, to achieve multi-disciplinary integration of teaching. It is a creative and far-reaching teaching practice to integrate the teaching contents of folk art and other subjects in the major of preschool education in colleges and universities. This kind of integration can not only deepen students' understanding and inheritance of Chinese excellent traditional culture, but also promote students' overall quality. The integration of folk art and other subjects can not only enrich the teaching content and form, but also promote students' interest and enthusiasm in learning, it can also promote students' inheritance and innovation of Chinese excellent traditional culture and lay a solid foundation for their future educational practice.

6.3 To build a practical teaching platform inside and outside the school

Traditional folk art teaching emphasizes theoretical knowledge and skills, but the practical ability of students is relatively weak. Teachers should actively carry out practical teaching, reasonably reduce the theoretical class hours, increase the practical class hours, so that students through hands-on practice to truly master painting, manual skills. Universities should strengthen cooperation with local cultural departments, intangible cultural heritage protection centres and folk art bearers to jointly establish off-campus practice teaching bases. Through field trips, workshops, mentoring and other forms, students can go deep into the folk, personally experience and learn traditional skills, such as paper cutting, clay sculpture, embroidery, etc., so that theory and practice are closely combined, and the learning is more intuitive and effective. Through the effective integration and utilization of resources inside and outside the university, the university can build a set of teaching, practice, innovation in one of the folk art practice teaching platform, it lays a solid foundation for cultivating folk art talents with profound cultural background and innovative spirit.

7. Conclusion

This paper deeply analyzes the current status and challenges of folk art teaching in preschool education in colleges and universities, and proposes a series of innovative teaching reform paths

through theoretical discussion and practical case analysis. These approaches include optimizing curriculum Settings, strengthening practical teaching links, integrating local cultural resources, adopting diversified teaching methods, and building cooperation platforms inside and outside the school, aiming to stimulate students' interest in and love for folk art and enhance their inheritance and innovation ability. The research not only enriches the teaching system of preschool education, but also provides strong support for training preschool education teachers with profound cultural heritage and solid professional skills, which is of great significance for promoting the inheritance and development of folk art culture.

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