

Research on the Teaching Practice of West Guangdong Intangible Cultural Heritage into Primary School Art Curriculum——Take Wuchuan Puppet Show as an example

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Abstract: *With the gradual deepening of education, primary education shoulders the responsibility of inheriting the non-cultural heritage. The non-heritage culture of West Guangdong has provided the local primary school fine arts curriculum with extremely rich resources and incomparable regionalism, it is helpful to promote the development of art education for primary school by integrating the culture of West African heritage into the teaching practice of primary school art curriculum. Based on this, through the analysis of the significance of the West African cultural heritage in the teaching of the West African cultural heritage into the primary school art curriculum teaching practice, it will lay a theoretical foundation for integrating the culture of West Guangdong into the Primary School Art Curriculum, promote the inheritance and development of ntangible cultural heritage in primary schools*

Keywords: *Intangible cultural Heritage culture of Western Guangdong; Primary school art curriculum; Teaching practice*

1. Introduction

China's intangible cultural heritage is a product of the historical development of human society and an indispensable carrier of Chinese excellent traditional culture and national memory. With the rapid development of urbanization and industrialization, intangible cultural heritage has been strongly impacted and is facing a survival crisis. Education as an important platform for cultural inheritance, development and innovation, in the education teaching into the essence of the Chinese traditional culture, in the elementary school fine arts courses need introduction of non-material cultural heritage is so, is conducive to the protection and inheritance of culture, the vitality of traditional culture, promote the students' cultural confidence, strengthen the national identity, grounding strong patriotic feelings, Cultivate simple and pure feelings .

2. An overview of Wuchuan puppets

Intangible cultural heritage is an indispensable part of human civilization. Western Guangdong intangible cultural heritage has a strong regional color, most of which comes from the cultural forms of natural and spiritual needs generated by our ancestors in the process of living in western Guangdong. The intangible cultural heritage culture of Western Guangdong is inherited from navigation culture and clan tradition [1]. The Intangible cultural heritage of western Guangdong has a very important influence in western Guangdong, among which the Wuchuan puppet show, as one of the intangible cultural heritage of western Guangdong, well interprets the history and artistry of the intangible cultural heritage of western Guangdong.

Wuchuan area has a profound history and culture, and the local traditional folk art has a long history. Clay sculptures, floating colors and flower Bridges are known as the "three wonders of Wuchuan". The intangible cultural heritage of western Guangdong is an indispensable part of Guangdong, and the most representative one is the Wuchuan puppet show of Guangdong Province. Puppetry originally originated in the Han Dynasty. Later, a large number of People from Southern Fujian gradually migrated to western Guangdong and economic and cultural exchanges were frequent. The puppet show with cloth bags was introduced to western Guangdong. It has a unique artistic atmosphere in activities, puppet modeling and

performance procedures. It is because wuchuan is different from the Central Plains that wuchuan puppet show has its unique cultural charm. Wuchuan puppet show is called Guizai Opera in the folk. It mainly adopts local vernacular as a dialect to interpret regional culture [2], and its lyrics are closely related to local folk songs. At the very beginning, wuchuan puppet show was mainly for entertaining gods and achieving the purpose of entertaining gods and people together. Local people organized and invited professional puppeteers to perform at a fixed time and place [3]. In Wuchuan area, many gods are carved to worship, especially in the hungry Ghost Festival, Qingming Festival and other traditional festivals, local people will spontaneously perform puppet shows. Wuchuan puppet show in culture contains the nature of life etiquette, folk belief makes Wuchuan puppet show from generation to generation inheritance and development.

3. The status quo of non-inheritance of art in local primary schools in western Guangdong

In recent years, although the primary education in western Guangdong has made remarkable progress, the inheritance of western Guangdong Intangible Cultural Heritage in primary school art courses in Zhanjiang is relatively small. Local schools lack basic cultural literacy of primary school art, little understanding of western Guangdong intangible cultural heritage culture and lack of characteristic courses in colleges and universities. These problems restrict the development of art education curriculum in primary schools. The content of intangible cultural heritage of Western Guangdong is insufficient in the art curriculum of primary school. Firstly, it is reflected in the lack of folk art education. Secondly, the art works in the teaching materials are far away from students in Zhanjiang and not closely connected with life practice. It failed to establish students' more intuitive cognition of folk art through physical visit and operation. In addition, most schools do not pay attention to the discipline of fine arts, teachers and students, parents long ignored the cultivation of fine arts education. The entire society should improve the recognition of the importance of art discipline, the art education can not only bring the student multi-dimensional intelligence development, improve the comprehensive ability, but also can cultivate students' humanities accomplishment, aesthetic taste, to help students build self-confidence, promote the inheritance and development of the Chinese traditional culture, promote the development of students' physical and mental health.

4. Significance of intangible cultural heritage inheritance in local primary school art curriculum

The arrangement of primary school art curriculum is inseparable from the teaching methods of teachers, and the intangible cultural heritage of Western Guangdong, which is mainly based on wuchuan puppet show, is of great educational significance in the integration of primary school art curriculum. Wuchuan puppet show is a part of western Guangdong intangible cultural heritage culture. Its performance form and cultural connotation have certain value, which is conducive to the inheritance and protection of western Guangdong intangible cultural heritage. At the same time, the primary school art curriculum is taught by the primary school students, the integration of western Guangdong intangible cultural heritage in the primary school art curriculum can virtually improve the cultural confidence of the primary school students, relying on the primary school art education on the development of western Guangdong cultural industry is also a certain advantage. Specific analysis is as follows.

4.1. It is conducive to the inheritance and protection of intangible cultural heritage in western Guangdong

With the development of modernization, quite a few intangible cultural heritages are facing the end of extinction [4]. And will give priority to with wuchuan puppet show in west intangible culture into the elementary school fine arts course is beneficial to teachers group was the first to assume the important task of west guangdong intangible cultural heritage and development, it also requires them to pay attention to in teaching guide pupils in west guangdong intangible cultural cognition and understanding of wuchuan puppet show regional culture art form, So as to cultivate the art appreciation value of students on western Guangdong intangible cultural heritage culture, gradually build their own regional cultural aesthetic concept, and promote the inheritance and protection of western Guangdong intangible cultural heritage. Art teachers can subtly train students to respect and protect intangible cultural heritage culture at an early age, and guide primary school students to use the existing Western Guangdong intangible cultural heritage culture to integrate local cultural elements into art works, so as to have a deeper understanding of western Guangdong intangible cultural heritage culture.

4.2. Improve primary school students' cognition of Intangible cultural heritage and enhance their cultural confidence

In western Guangdong, the intangible cultural heritage culture of Wuchuan puppet show will be integrated into the art curriculum of primary schools to cultivate students' love and pride of their hometown, identity of The Chinese ethnic culture and inclusiveness of the world's diverse cultures. Integrating regional color into primary school art curriculum not only improves pupils' perception of art, but also helps them to systematically recognize the folk customs of western Guangdong intangible cultural heritage culture and strengthen their sense of belonging to western Guangdong intangible cultural heritage. Primary school students are still in the primary stage of thinking mode and value shaping, so teachers need to consciously guide and instill correct value concepts [5]. The learning of traditional culture courses from childhood is undoubtedly beneficial to the enrichment of pupils' spiritual world and the perfection of their personality.

4.3. Strengthen students' hometown identity and strong patriotic feelings

The combination of western Guangdong intangible cultural heritage culture and primary school art education can effectively broaden students' vision and in-depth understanding of traditional culture. Western Guangdong Intangible cultural heritage culture is rooted in western Guangdong and closely related to the land where students live. By adding western Guangdong intangible cultural heritage culture to their daily learning, students can enrich their cognition of folk art and strengthen their cultural identity to their hometown. Water and soil nurture people. The emergence of Western Guangdong intangible cultural heritage culture in primary schools not only enriches the teaching content, but also becomes a part of local culture. The implantation of folk art and cultural knowledge can naturally awaken the artistic potential in students' hearts and strengthen their sense of identity with their hometown. Many art genres in primary school art come from western culture, which often makes students ignore their understanding of local culture. Western Guangdong intangible cultural heritage culture helps students to strengthen their strong patriotic feelings and build up strong national culture confidence and artistic perception.

5. Analysis on teaching practice of integrating Western Guangdong intangible cultural heritage into primary school art curriculum

For primary school art curriculum, art teachers need to pay attention to the art value of western Guangdong intangible cultural heritage culture, and integrate the part with art cultural characteristics of western Guangdong intangible cultural heritage culture, which is mainly based on Wuchuan puppet show, with primary school art curriculum, so as to promote the development of national characteristics of primary school art curriculum on the basis of regional cultural integration. Based on the theoretical literature foundation and significance of western Guangdong intangible cultural heritage culture, this section conducts a practical analysis of the teaching practice of integrating western Guangdong intangible cultural heritage culture into primary school art curriculum, and mainly puts forward the following suggestions.

5.1. Build a characteristic art system

Art class is indispensable to teaching the course of a link, in the elementary school fine arts course is introduced into the yuexi intangible culture contributes to the inheritance of traditional folk culture, let the pupils in the elementary school fine arts classroom to realize about the yuexi region of the value and significance of traditional art and folk culture, stimulate students' love of intangible and initiative to participate in the national cultural heritage. Western Guangdong has extremely rich intangible cultural resources, mainly in the form of Wuchuan puppet show, clay sculpture, floating color, flower bridge and so on. The teaching of art courses in primary schools is highly dependent on teachers. Teachers' teaching form and their own knowledge system affect whether the classroom content is extensible. Yuexi area elementary school fine arts teacher should make good use of yuexi area of national intangible cultural resources, mining, and in the process of actual survey which suited into the elementary school fine arts course of intangible culture projects, so as to develop suitable for students' learning of the elementary school fine arts teaching content, set up about the elementary school fine arts about intangible cultural course in west of a set of perfect teaching system.

5.2. Expand learning areas and improve basic art skills

Teachers should consciously excavate art themes in western Guangdong and combine regional culture with curriculum teaching content. In compiling the intangible cultural heritage teaching materials of western Guangdong, the national characteristics and regional characteristics of western Guangdong should also be shown, so as to enable primary school students to truly understand the regional culture and resonate with each other, thus achieving the purpose of art teaching.

5.2.1. "Appreciation ·Comment" learning field

In the introduction of "Appreciation ·Comment" art course, modern electronic multimedia is used to play video clips about puppet show to attract students' attention, and questions are thrown to students in the way of asking questions to make students think about how much they know about it.

In the course of new teaching, teachers explain the historical evolution process of puppet show with courseware, and appreciate the lines, characters and stage layout of puppet show. In terms of lines, according to the geographical location and combined with local folk songs around the formation of a rich local personality tone, focusing on the level and oblique use of seven-word sentence pattern, smooth and distinct lyrics; In terms of character characteristics, the characters are represented according to the makeup and clothing, and the evolution of puppets is from a single wooden to diverse and flexible; In the stage, the background is the use of gongs and drums as musical accompaniment, the stage has a white, set, singing and so on. On this basis, let students think about the content of Western Guangdong Intangible cultural heritage culture, from the perspective of appreciation to the process of continuous learning, so as to stimulate students' inner pride of western Guangdong intangible cultural heritage. In class assignments, students will be given the opportunity to perform a small puppet show in groups. In this process, students fully feel the charm of the puppet show.

5.2.2. Learning field of "Modeling and Expression"

In the new teaching links of the art course "modeling ·Expression", puppet characters are drawn with lines, colors and shapes. Observe the image characteristics of the puppet, clean and smooth lines, bright color contrast, the shape of the atmosphere. Make puppet figures in clay or light clay. Clay sculpture is one of the intangible cultural heritage in western Guangdong, and the integration of clay sculpture and puppet show is easier to double the interest of students. Use rubbing, pinching, plate and other techniques to create large shapes, use needles and sticks to adjust the details, and finally color with color pigments. In the demonstration link in class, teachers organize students to appreciate and evaluate each other. This teaching mode can improve the efficiency of classroom teaching, promote emotional communication among students, cultivate students' language organization ability, and provide a good platform for education, teaching and intangible cultural heritage.

5.2.3. Learning field of "Design ·Application"

In the teaching session of the new art course "Design ·Application", students boldly imagined and created a practical greeting card by using the intangible heritage elements of learning, and created interesting and vivid works with sincere emotions. Teachers created a relaxed learning atmosphere for students, allowing students to freely cooperate and immerse themselves in creation. After class, hold a small exhibition of greeting cards to experience the design

The sense of achievement of the project application can stimulate the interest in traditional art and the love of hometown culture, and improve the aesthetic taste.

The art genre mining of western Guangdong intangible cultural heritage is conducive to the art creation of local teaching materials, so that primary school students can systematically understand the creation of western Guangdong culture, increase students' creativity, promote teachers and students to learn traditional culture together, improve primary school students' basic art skills, and improve teachers' teaching.

5.3. Setting up situation teaching to improve teaching efficiency

5.3.1. Create situational teaching according to life experience

Teachers communicate with schools to bring intangible cultural heritage culture into the campus, and select appropriate time to let students watch puppet shows and contact puppet characters, shorten the distance between intangible cultural heritage culture and students, so that students can more easily feel the charm of art and culture. Teachers can organize students to visit the puppet show on site. Through

watching and feeling the puppet show and the puppet making process, students can write diaries and take photos to record the experience of the visit, and students can divide into groups to share in class. Such teaching method can let students use perception, memory, experience, knowledge to feel, experience, analysis and judgment of art, so as to obtain aesthetic enjoyment and art knowledge process, in the appreciation of the cultivation and development of students' aesthetic vision and ideological force.

5.3.2. Use puppet shows to create situational teaching

Students are more likely to have a strong interest in what is happening around them, and teachers are more likely to transfer students' attention to the classroom by grasping students' curiosity. For example, a teacher can make a performance with some students before class to quickly attract the attention of other students. Teachers use vivid and interesting language with pictures and videos to tell plays, such as Eight Talented Men, Yang Jia General and Lu Wenlong with Two Guns. Puppetry has been handed down so far, and its plays emerge endlessly. Quoting plays for teaching can not only enliven the classroom, but also trigger students' thinking.

5.3.3. Use games to create situational teaching

In teaching, teachers create a relaxed and free learning atmosphere, and stimulate students' emotions by means of games or role playing, so as to invest in practice. For example, to create puppet characters with clay sculptures, teachers play teaching videos to guide students to practice boldly. Students are more curious, and with the help of teachers, they use basic techniques of clay sculptures to create a puppet character image. Clay sculpture art, puppet culture and classroom will be combined in the classroom, further understanding of puppet culture, strengthen hands-on ability, cultivate students' patriotic feelings.

The west African cultural heritage should improve the relevant teaching mode of primary school art curriculum, give full play to the role of western Guangdong intangible cultural heritage, and constantly improve the teaching method, so as to improve the teaching efficiency of primary school art.

6. Conclusions

Wuchuan puppet is a rare living textbook and an important resource for art education in western Guangdong. The whole society needs to improve the understanding of the importance of fine arts, the government should pay more attention to and invest in fine arts, schools should pay more attention to the development and utilization of fine arts curriculum resources, teachers should actively carry out the development and utilization of curriculum resources, and jointly promote the inheritance and development of local intangible cultural heritage in fine arts. West of intangible culture in the elementary school fine arts course is for a breakthrough of traditional elementary school fine arts course, is powerful supplement to the existing of the elementary school fine arts course and practice, not only promotes the development of west guangdong intangible cultural heritages, as well as intangible in the yuexi area mining local culture, the intangible culture and the elementary school fine arts achieve organic combination, It provides a new idea for art teaching in primary school. With the gradual deepening of primary education, primary education bears the burden of inheriting the local INTANGIBLE cultural heritage, and consciously roots the intangible cultural heritage in the hearts of students to promote the development process of intangible cultural heritage. At the same time, the protection and inheritance of INTANGIBLE cultural heritage will be incorporated into the mainstream education and teaching framework to promote the sustainable development of culture. Intangible cultural heritage should not be just a few records on paper, but should be transformed from static state to active state, from scattered individuals to rich clusters, and be vividly integrated into our life and teaching, so as to achieve a win-win situation between education and teaching and intangible cultural heritage.

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