

Approach to the Integration of Folk Art Elements in Art Education

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Abstract: In the process of modern art education, teachers can actively use folk art elements, which can not only help students to understand art more comprehensively and stimulate students' interest in art, but also help students to understand the excellent traditional culture of the Chinese nation, and encourage and guide students to inherit these excellent traditional cultures. This paper mainly expounds and analyzes the integration of folk art elements in art education.

1. Folk Art and Its Art Features

China has a very long history of development, in the long history, the Chinese people with their own hard work and wisdom to create a lot of art works, art forms. Folk art is the treasure of the art and culture of the Chinese nation, which needs us to inherit and carry forward, its various forms and contents, including painting, weaving, embroidery, paper cutting and so on. Folk art fully reflects the folk culture, regional culture, showing the daily life of the working people, not only with artistic color, but also a very strong atmosphere of life. In art education, teachers should make rational use of folk art elements, combine these elements with modern art, education and teaching, so as to inspire students' artistic consciousness, cultivate students' national pride, and make students develop in an all-round way.

In China, the people have created many works of art, which can be used to beautify the environment, decorate life, enrich folk activities and so on, which is very common in life. In the national art tradition, folk art is an important component factor and the birthplace of all kinds of art forms. As early as the new era, the folk of our country have developed painted pottery art (as shown in figure 1), and the warring States period of Qin and Han dynasties have developed stone carving, brick painting and other art forms, the shape and style of these art works have a strong folk art characteristics and life flavor [1]. Folk art and folklore activities have a very close relationship, including festival celebrations, birthday celebrations, sacrifices and so on, in these activities derived from the New year painting, paper-cut, lantern, clay sculpture and other art forms. Besides, the festival costumes and decorations of ethnic minorities also belong to folk art. China's vast regions, different customs and people in different regions, so the types and styles of national art are different. There are many kinds of folk art, each of which has a specific creative purpose and production purpose, including the plastic arts used to decorate and appreciate and the daily application of the appliance technology [2]. Specific can be divided into: painting, sculpture, toys, embroidery dyed weaving, clothing, furniture utensils, drama, weaving.



Figure 1 Dancing with colored pottery pots

2. The Application of Folk Art Elements in Art Education

2.1. Enriching Education

Chinese folk art is not only varied in art forms, but also rich in content, which can be used to appreciate and play, but also in daily life. The application of these art elements in art education can make art education more close to daily life, and also lead students to understand some ethnic and religious knowledge, thus expanding students' horizons. Not only that, the traditional art education often to paper-cut, painting mainly, other art forms of teaching less [3]. With the application of folk art elements, teachers can also add carving, knitting and other teaching contents in the classroom, so that students can master more art forms, and then have a deeper understanding of art.

2.2. Increase Teaching Experience

The main purpose of art teaching is to cultivate students' ability of observation, creation, imagination and so on. From the perspective of growth, learning art can exercise students' coordination and flexibility. In the process of practical teaching, in order to meet the main purpose of art education, teachers should give full play to the role of folk art elements, so as to expand students' cognition of art, so that students can be more flexible in art creation, and then enhance students' creative ability. Usually, the color of folk art elements is relatively rich, personality is also very public, with the characteristics of folk music, can bring students a different teaching experience, so that students can feel art from the visual, auditory, tactile and other senses, so as to deepen students' cognition and feelings of art, and stimulate students' emotional resonance. For example, paper-cut art on the use of virtual contrast, the main body is mainly red, the color is relatively bright, in the process of production needs students to master skilled cutting skills. Therefore, paper-cut art can not only cultivate students' aesthetic ability, but also exercise students' ability of creation and application, so that students can understand and appreciate beauty as well as create beauty.

2.3. Stimulate Students' Interest

There are many kinds of folk art elements, in addition to including some living appliances, but also some toys, entertainment appliances, including shadow, mud toys, lanterns and so on (figure 2), these unique art elements can stimulate students' interest in art and make students have the desire to learn art. Not only that, some art works also contain many folk cultures, ballads, legends and so on, teachers can also add these contents to the teaching content to make the classroom teaching more vivid and colorful, so as to stimulate the enthusiasm of students and enhance their initiative.



Figure 2 Mud toys

2.4. Promoting National Culture

With the development and innovation of education, teachers should actively use all excellent cultural resources to guide students to understand Chinese history and culture in the process of carrying out art education, so as to stimulate students' national pride and enhance students' national self-confidence. Folk art elements with national characteristics and regional cultural characteristics highlight the process of cultural development in a certain region of our country, but also reflect the characteristics of life in the region, many folk art elements have even been included in the non-material cultural anomalies. including wall shadow, woodcut New Year pictures and so on. By

studying folk art, students can have a preliminary understanding of the long-standing Chinese culture, and then enhance their sense of national belonging, pride and honor, so that students can develop the consciousness of carrying forward Chinese excellent traditional culture.

3. The Integration of Folk Art Elements in Art Education

3.1. Using Folk Art Works to Cultivate Students' Innovative Ability

As can be seen from the above, there are many kinds and forms of folk art elements, including not only various kinds of living utensils, but also some entertainment utensils, sacrificial utensils and so on. These elements are closely related to folk culture, religious culture and so on. In the traditional art teaching, teachers often focus on painting teaching, and the teaching of other art forms is less, which leads to the students' cognition of art is relatively narrow and limited, and even some students think that art is painting. In order to deepen students' understanding and understanding of art, teachers need to add more abundant teaching content in the classroom, introduce more diverse art forms, and cultivate students' creative ability, aesthetic ability, observation ability and practical ability. In the process of practical teaching, teachers should highlight the main position of students, based on the students' cognitive level and the law of growth, choose appropriate folk art works to ensure that these works can stimulate students' interest.

For example, in the process of primary school art teaching, teachers can choose window flowers, mud toy, cloth toy and other art works, these art works have a certain interest, and the production is simple, the material is easy to obtain, students can enjoy the work, but also do it themselves (figure 3). Pupils have the characteristics of lively and active, a single art form and teaching content will gradually make students bored psychology, rich and colorful folk art works can better attract students, thus improving the efficiency of art teaching.



Figure 3 Toy art for primary school students

3.2. Enrich the Art Teaching form and Influence the Good Learning Environment

Students are in the stage of knowing the world and understanding the world, and most students will be curious about new things. In the process of art teaching, teachers should make full use of students' curiosity and promote students' initiative and enthusiasm in learning art. Therefore, teachers can use the teaching method created by the situation to create a good learning environment for students. For example, in art teachers, teachers can put some folk art works or put students' art works as decoration in teachers, including small clay sculpture, window flowers, paper lanterns and other works. These works are produced from folk, not only interesting, artistic, but also have a strong flavor of life, which can make students have a sense of affinity, so that students can produce creative ideas under the influence of the environment. Teachers can constantly update and change the students' learning environment, and increase the freshness of the teaching environment by changing the decorations, layout methods and so on. Teachers can also encourage students to join the activities of environmental modification, and students can make some of their favorite ornaments to embellish the classroom. Through this way, it can not only improve the teaching environment, but also cultivate students' practical ability, innovation ability and aesthetic ability.

3.3. Expand the Content of Art Teaching and Cultivate Students' Divergent Thinking

In the process of art teaching, cultivating students' divergent thinking is a very important teaching goal. In order to achieve this teaching goal, teachers should not only study the teaching material content in depth, but also expand the teaching content appropriately, so that the students' cognition of art is not only limited to the art classroom. For example, in the process of folk weaving teaching, many students know that straw weaving, bamboo weaving, teachers will also focus on this teaching. In fact, folk weaving also includes paper weaving, straw weaving, wicker weaving and other forms. Teachers can reasonably add these contents according to the needs of students, so that students are not limited to a form of art. Teachers can also encourage students to explore what other materials in life can be used for weaving, as a way to cultivate students' divergent thinking.

4. Conclusion

To sum up, in order to improve the quality of art education, teachers can integrate folk art elements into art education. Folk art elements can not only enrich teaching content, stimulate students' interest and cultivate students' ability, but also enhance students' national pride and make students actively carry forward and inherit the excellent traditional culture of China.

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