

On Introducing Folk Art into Higher Vocational Art Education

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Keywords: Folk art, Higher vocational education, Fine arts.

Abstract: China's folk art has a very long history and rich background, and it has a quite free form of creation and way of thinking. In the current world economic integration, it is of great significance to set up folk art courses in the art education of higher vocational schools. By allowing vocational students to learn folk art related knowledge, those can help them form accurate aesthetics, thus inspiring their strong creativity and national feelings. This article discusses the necessity of introducing folk art into higher vocational art education, expounds the tactics of applying folk art teaching in higher vocational art education, and puts forward the matters needing attention for the integration of folk art content in higher vocational art education.

1. Introduction

The folk art of our country is entirely created and handled by the vast number of working people. It is created to enrich the lives of the people as much as possible. China's folk art has a very long history of development and is also a very important part of China's excellent traditional cultural system. China's folk arts are extensive and profound, and are the source of many artistic images. China's folk art has gained considerable development in ancient times. Many murals and prints also originate from the vast number of folk artists. Moreover, kites, New Year pictures and paper-cuts that are popular among the masses of the people are all from folk artists and make modern people. The beauty of life is formed in the life. China's folk art has decorated the lives of the broad masses of the people and reflects the people's longing for a better life. The types of folk art in our country are very rich, covering such categories as paper cutting, New Year painting, embroidery and sculpture. The introduction of folk arts into higher vocational art education is of great significance for improving the quality of art education in higher vocational colleges and further promoting the outstanding national culture.

2. The Necessity of Introducing Folk Art into Higher Vocational Art Education

2.1 It can help vocational students form a good aesthetics and values

In recent years, with the high attention of the central government and local governments, our country's higher vocational education system has continued to develop. However, a large number of higher vocational schools only focus on improving students' practical skills, and they are not concerned enough about the students' humanistic qualities and aesthetic abilities. There are a large number of only-children in today's college student population, and parents are very fond of them, so the family's education in this area is also very small. Folk art is the crystallization of the common wisdom of the Chinese people. It is very rich in variety and very exciting. As long as you are serious about yourself, you can find that the subject of folk arts tends to pray for the prosperity of life and express the joy of life. For example, such patterns as Tuanhua and Ruyi are the same. In this way, striving for perfection and harmony has become a stable feature of our national mentality, and it has also become an important aesthetic ideal of folk art in the traditional sense. China's folk art contains a harmony between heaven and man, but not equal to the meaning of maintaining harmony. The self-cultivation value contained in folk arts can help the vocational students to improve their moral quality; the folk art contains the idea of "expensive and valuable", which can effectively help the vocational students to create good interpersonal relationships; the people-centered concept embraced

by folk art, Can promote the harmonious development of society.

2.2 It can stimulate the students' strong creative ability

Creativity is mainly composed of imaginative power, inspirational power, divergent thinking ability and comprehensive ability. It also covers artistic skills in art. The creation and innovation motives of folk artists have a very important meaning in our traditional cultural system. The cultivation of students' creativity in higher vocational art education also has a lot of inspiration from folk art. However, a large number of art educators only stagnate their knowledge of surface knowledge and fail to in-depth explore the creativity of folk art. The transformation of the way of thinking promoted. Folk art is mainly created by the original nature. This is mainly because folk art is created through two kinds of folk artists. The first is the laborers in rural areas, who are engaged in artistic creation in addition to agricultural activities. These artists occupy the vast majority; the other two are artisans, who are the artistic talents in the township that specialize in the creation of folk art. His works include folk murals and sculptures. Many of the products it creates are intuitive and practical artwork. The groups of folk artists have both good skills and abundant knowledge of folk culture. Through the tempering of various folk customs and religious activities, they have a strong ability to observe, so that they can select and create new folk art works in their lives.

2.3 It can stimulate the rich nationalities of the vocational students

Our traditional folk art form allows the Chinese nation to continue its development after thousands of years of development. Folk art has a strong local flavor, can use the most simple language to impress people's hearts, full of the pursuit of life for all ethnic groups has always been, reflecting the pursuit of beautiful emotions and aesthetic interests of all ethnic groups. Therefore, the study of folk art courses can enhance the patriotic sentiments of higher vocational students, and can promote the inheritance and development of folk art in the whole society. It can also boost the national pride of the students in the vocational colleges and stimulate the people's interest in the people. The enthusiasm of art. Folk art is also a reproduction of national culture and national spirit. The establishment of folk art courses will enable the students of higher vocational colleges to have strong feelings for folk arts, and will be able to protect our traditional culture more actively. This has great value for the development of national culture. In the areas where ethnic minorities live in China, beautiful ethnic costumes, elegant wood carvings, and bold publicity masks can be seen everywhere. The above folk arts have assumed the important aesthetic characteristics of their own culture, embody their own way of life and life attitudes, and have shown strong creative abilities and innovative spirits. Folk art has a lot of content and can reflect a specific national character. China is a country with a long history of Eastern civilization, and extremely rich folk art resources make it impossible for other countries to catch up. Therefore, in the collision and competition among global cultures, the individual characteristics of folk arts will adopt new attitudes and cultural diversity. Appeared in the world.

3. The Application of Folk Art Teaching Strategies in Higher Vocational Art Education

3.1 Develop special folk art courses to promote theoretical research

The folk art courses offered by higher vocational schools should be closely linked to the local ethnic culture. The contents of some folk arts can be taught and discussed through setting up specialized courses in the art majors of higher vocational colleges. Higher vocational schools can integrate the content of folk arts in the daily teaching of art majors. For example, in the teaching of fine arts patterns, teachers can inspire students to inspire their creations, and instruct higher vocational students to use the relevant elements of folk art to create their own works. Using this type of teaching can not only improve the professional qualities of higher vocational students, but also improve the ethnic sentiments of higher vocational students, promote their attention to traditional ethnic culture, and guide students to better develop us. Ethnic fine traditional folk art culture.

3.2 Host the folk art creative competition that students love to see

Teachers of fine arts in higher vocational colleges can use the relevant platform of the school to carry out thematic exhibitions involving folk arts, so that higher vocational students can get closer to folk arts. Higher vocational students can enhance their understanding and experience of folk art while watching the exhibition. Vocational colleges can also develop folk art handicraft design competitions, so that students in higher vocational colleges can participate in the creation of folk arts and enhance their imagination and creativity. At the same time, higher vocational colleges may also launch poster design contests on a regular basis to promote ethnic cultures rich in local characteristics. This will not only improve the professional qualities of higher vocational students, but also promote local ethnic and folk art cultural characteristics.

3.3 Establish a folk art master demonstration studio

Through the promotion of teaching by famous teachers, the leading role of the famous teacher can be fully exerted, and the majority of art teachers can be fully involved in exploration, thus leading to the development of an art specialization and further improving the construction of higher vocational teachers. Higher vocational colleges should also actively encourage art majors to actively go out and learn the advanced concepts and methods of education of other institutions. Higher vocational colleges should always adhere to the principle of introduction, and strive to introduce folk art masters into the school art professional classroom. The theory is taught by professional teachers in higher vocational schools and taught by folk art masters. In this way, by linking theory and practice to each other, a faculty team of fine arts in higher vocational colleges with relatively high quality and a more reasonable ability structure has been established.

3.4 Create a Folk Art Off-campus Practice Base

Higher vocational colleges should set up a practice base for non-governmental fine arts and establish related studios such as pottery, painting, woodcarving or embroidery in accordance with their own actual conditions, and arrange for vocational college students to practice in these practice bases on a regular basis so that they can practice in practice. Feel the charm of folk art. In this way, not only can the theoretical ability of the vocational college students be improved, but also the practical ability of higher vocational students can be improved. In the creation process of the off-campus practice base for non-governmental arts in higher vocational colleges, in order to be able to better adapt to the needs of the current development of disciplines, it is necessary to cultivate higher vocational schools with more solid foundations, broader knowledge, and practical new capabilities. As the main base for the development of skilled personnel training. In the classroom teaching, more attention should be paid to the cultivation of the practical skills of the vocational college students. In view of the fact that there is a relatively large amount of theoretical teaching content in the current art majors, and practical teaching is relatively small, there is a problem that the theory and practice are out of line with each other, which cannot be closely combined with the idea of higher vocational education. In order to better meet the needs of the modern talent market for the actual skills of art talents, higher vocational colleges should break out of the old teaching ideas, actively and boldly introduce the content of the folk art teaching content, so as to continuously enhance the individual's ability of art practice.

4. The Precautions for the Integration of Folk Art Content in Higher Vocational Art Education

4.1 Basic stage teaching should highlight the characteristics of local culture

In order to be able to grasp the ideological characteristics of the group of higher vocational students, it should be combined with the characteristics of the local geographical culture, so that higher vocational students can better grasp and understand the styling characteristics and implications of folk art. The teaching of such knowledge is generally enough to be conducted in a multimedia classroom. Teachers should conduct comprehensive training so as to improve the

students' learning initiative and make the theoretical knowledge no longer boring.

4.2 Effectively reduce the learning difficulty of folk art knowledge

After completing the teaching tasks of the folk arts, the teachers requested that the vocational college students use all types of resources on the Internet to collect information, comprehensively investigate and visit the various types of folk art resources involved in the life process, and deepen the development of folk art. The connection between culture and design, and the overall experience of folk art patterns in the traditional sense has been applied more in art design. For example, students of interior design majors in vocational colleges can collect restaurant menus, meal bags, lamps or screens that are rich in traditional folk patterns, and master the meaning of designers.

4.3 Implementation of phased task-based pedagogy

In the teaching of fine arts in higher vocational colleges, it is necessary to combine the characteristics of the professional and the characteristics of the students to arrange assignments, collect the reconstructed design of the folk elements, and improve the design thinking ability of higher vocational students. According to the theme of the assignment, students in vocational colleges may use collages, hand-painted or cut-sculpting methods, and have different requirements for students with different abilities. Students are trained to use formal rules to control the screen and organization. Composition. For example, the paper-cut works are based on the requirements of the theme, reconstructing specific images several times in a limited time, and using various methods to strengthen the composition work, as long as the pursuit of the overall layout of the unity.

4.4 Carry out phased summary and comment

Teachers should provide timely guidance for students on their homework. Collecting data should also be included in the student's daily performance. Of course, it is also possible to carefully arrange comprehensive assignments, combine the contents of each unit and display them in a centralized manner. Designers also need to provide written and creative explanations for their own works, so as to enhance the sense of responsibility of higher vocational students. A sense of achievement.

5. Conclusion

In general, folk art has become one of the most important components of the excellent Chinese traditional culture. After thousands of years of cultural heritage, it has evolved into an extremely rich variety of folk art forms. This is not only an important cultural asset that our nation has long passed on, but also a close link that safeguards the development of our national relations. The introduction of folk art into higher vocational art education is of far-reaching significance. The author firmly believes that through the full inheritance and development of folk art in higher vocational colleges, it is bound to be able to create more distinctive forms of folk art.

Acknowledgement

This research was financially supported by the 2017 Hubei Province College Practice Education Project, Carry forward the spirit of great craftsmen, promote the inheritance of non-heritage culture, and seek for the subject practical education of the inheritors of Hubei's non-material culture. No.: 2017SJPC4002.

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