

## **Inheritance and Development of Folk Art in Art Education**

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**Abstract:** The development of China has gone through a long period of time. During this period, various cultures have been accumulating and gradually formed a cultural heritage with Chinese characteristics. Folk art is one of Chinese traditional culture. In school education, art education is also regarded as a course to combine with folk art, which cultivates both students' aesthetic ability and patriotic sentiment. This paper mainly discusses how to inherit and develop folk art in art education to effectively promote the development of art education in China and carry forward Chinese traditional culture.

At present, the social economy of China is in the stage of rapid development, and the society is making continuous progress. In the process of social development, people pursue modern technology and art, pay less attention to traditional folk art, and the role and significance of folk art are also ignored. It can be seen that the development of society has formed a great impact on traditional culture of our country, and the inheritance and development of folk art are threatened. In the long run, some folk art face the risk of loss of transmission. School is the main place for students to learn knowledge, which provides opportunities for the promotion and development of Chinese folk art. Therefore, school education should attach importance to the inheritance and development of Chinese excellent traditional culture. In art education, it should attach importance to the inheritance and development of folk art, and promote all-round development of students.

### **1. Current situation of folk art education in art education**

#### **1.1 Lack of recognition of traditional culture and art**

China has formed a profound cultural heritage in its long history of development, but in the process of social development, people tend to new things and have a strong ability to accept them. Traditional culture and art are gradually ignored by people, and even some people hold a sniff attitude towards traditional art, leading to the loss of many folk art gradually. And now there is a more serious phenomenon of "worshiping and fawning on foreign countries". People attach great importance to foreign culture, but ignore our own culture. It is not to say that foreign culture is not good, but we should remember our own culture and learn other cultures on the basis of learning our own culture well. For example, young people are full of strong interest in these festivals such as Christmas and Halloween, and they can feel a strong festival atmosphere. However, they don't pay much attention to other festivals except the Spring Festival in China, such as Double Ninth Festival. Many people may forget this festival, let alone understanding of its history and significance. It can be seen that it is insufficient for people's cognition of traditional culture and art, which is not conducive to the inheritance and development of traditional culture<sup>[1]</sup>.

#### **1.2 Insufficient attention to art education**

Art courses are offered in schools from primary school to university, but both teachers and students do not attach great importance to art education. During the teaching, teachers teach some simple and superficial knowledge, and students learn the most basic painting knowledge in art courses. Because teachers don't pay attention to art education, they won't spend too much time to discuss that folk art should be integrated into art education, which leads to students' low awareness of folk art and makes art education a form of education. The role of folk art education has not been

substantially played, let alone the inheritance and development of folk art<sup>[2]</sup>.

## **2. Significance of developing folk art education**

Folk art is one of traditional culture of our country. The integration of folk art into art education is actually the inheritance of Chinese traditional culture. Folk art is a kind of precious wealth in the historical development of our country. The inheritance of folk art is also the inheritance of national culture. Moreover, folk art has many forms of expression, which makes art education more colorful, and also provides opportunities for students' creative development. Folk art can inspire students to create to a certain extent. It is an exhibition of beauty, and students' aesthetics will be improved in the process of learning folk art. They can understand our traditional culture from different perspectives, which can promote the development of our traditional culture<sup>[3]</sup>.

## **3. Measures for inheritance and development of folk art in art education**

### **3.1 To change the concept of education**

At present, school education values quality-oriented education to promote the all-round development of students. So art education in the school has received the attention of teachers, parents and students, and folk art has also been developed to a certain extent. Nowadays, the teaching mode of art education is relatively simple and educational concept of teachers is too traditional, which is not conducive to the development of folk art in art education. Therefore, teachers should change their concept of education, and attach importance to folk art and integrate folk art into art education, so that students can experience the simple and natural atmosphere of folk in the process of learning art, and understand the national culture of different places. And finally students can be trained to be inheritors of folk art and constantly develop folk art<sup>[4]</sup>.

### **3.2 To broaden the idea of education**

Education for fine art is a kind of art education. Art comes from and returns to life. Folk art is a microcosm of the real life of folk people. In order to develop folk art in art education, we should combine art with actual life and social development, show different life in the form of art, and create a different spiritual world for people. At present, teachers for art education do not have a sufficient understanding of folk art, and there is no professional teacher for folk art education. Therefore, in daily art teaching, they only pay attention to students' drawing skills and ignore artistic literacy and comprehensive quality of folk art, which is a manifestation of limited educational ideas<sup>[5]</sup>. Therefore, teachers should start from their own, actively study folk art, understand the origin and expression of different folk arts, so as to broaden their ideas of education and provide better learning conditions for students. The best way to learn folk art is to practice it in person. Students can go to different places to experience the local folk art in holidays, and feel local people's longing for a better life. And teachers can share their own experience during the teaching, share the people and things they see with students, and lead students into that kind of folk atmosphere, so as to cultivate students' creative inspiration, stimulate their passion for folk art, and better inherit and develop folk art.

### **3.3 To innovate teaching mode**

Every subject has its own teaching goal, and there are many ways to achieve teaching goals. Teachers should innovate their teaching model in the process of teaching. When carrying out teaching, they can learn from other schools and even foreign good education methods, optimize and integrate teaching resources, constantly improve and perfect their own teaching methods, improve the interest of teaching courses, and create a good learning environment for students. It can improve teaching efficiency, promote the improvement of students' learning ability, and promote the inheritance and development of folk art<sup>[6]</sup>. In order to better improve students' enthusiasm for folk art education, better integrate into the classroom, and stimulate students' creativity, teachers can set up an interest group of folk art. Students are required to collect folk art of their own interest in their

spare time and group members can discuss and learn from each other, so that students can understand different folk arts. In the class, teachers organize students to share them together, which can not only enhance students' understanding of folk arts, but also improve their language expression ability. In addition, teachers can also hold folk art exhibitions, invite some inheritors of folk art to share the development history of different folk art in schools, so that students can have a deeper understanding of the stories behind each art that we don't know. Students can experience local customs of different places through art, and their enthusiasm for art learning can be stimulated, which can promote the inheritance and development of folk art.

### **3.4 Improve the form of art appreciation teaching**

Relatively speaking, the content of folk art resources is more abundant. After accepting excellent ancient works of art, students already have basic appreciation skills. At this time, they return to folk art resources to improve the form of art appreciation from the characteristics. The resources of folk art are very rich, with a long connotation and rich in traditional culture. In the teaching process, students are encouraged to understand folk art, and guide students to analyze the connotation, which can really help students understand that "art comes from life and is higher than life. The meaning of "life" enables students to have a deep understanding of traditional culture. Teachers give a detailed introduction to the characteristics of folk art works during teaching, and encourage students to apply certain content to the basis of their own art works, which can stimulate students' innovative ability. Specific examples: when appreciating embroidery works, teachers can use Gu Xiu as the key content. Taking "Quan Xian's Birthday" as an introduction, students are first encouraged to analyze the characteristics of their creations in groups and sum up. Then the teacher elaborated the characteristics of the work from his own perspective. In contrast, students can understand the characteristics of the work more deeply, and they can get more inspiration under the guidance of the teacher. In this way, when guiding students to learn animal paper-cutting works, one or more representative animal works are selected according to different regions for students to appreciate. The same dog will have different effects due to different regions and different paper cutting techniques. In this way, students can have the ability to appreciate the art of paper-cutting, and they can also master colorful modeling methods, further guiding students to understand that differentiated modeling can make the works show different charms.

### **3.5 To carry out open education**

Folk art is an art, and different people have different understandings of art. Therefore, teachers should openly educate students and give students some space to think and feel freely, which will help students better understand folk art and fall in love with it. First of all, the school can invite or hire some professional experts in folk art to conduct regular lectures at the school, so that students can better understand what is folk art. Secondly, teachers should pay attention to the teaching environment and create an environment for folk art for students, for instance, they can exhibit folk paintings in different places in the art room, so that students can see and feel at close range, which can inspire students' enthusiasm for learning. Finally, students can visit museums and art galleries, or go to some places with folk atmosphere under the guidance of parents to learn about folk art, and then draw according to their own understanding. Therefore, it not only has unified education, but also gives students the space to develop freely, enhancing the diversity of folk art in fine art education and better promoting the inheritance and development of folk art<sup>[7]</sup>.

## **Conclusion**

Folk art is one of traditional culture of our country. It is the epitome of life of people and embodiment of wisdom of people. It contains an art, an emotion and a culture. Art education in schools is not only to cultivate students' painting skills and promote their all-round development, but also to inherit and develop traditional culture of our country. In order to incorporate folk art into art education, teachers must change their concepts of education and expand their ideas of education and innovate teaching models. In addition, they should give students some freedom, so that they

feel the charm of folk art and take the initiative to inherit and develop folk art.

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