

Analysis of the Teaching Mode in The Integration of Aesthetic Education and Traditional Culture in Primary and Secondary Schools

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Abstract

After years of evolution, Chinese traditional culture stands as a repository of profound connotations, countless wisdom, and artistic essence. It serves as a solid foundation for the development of aesthetic education (AE) in the new era, embracing the mission of preserving and innovating traditional culture. Not only is it a bridge connecting the past and the future but also an important channel to revitalize tradition and spread virtue. The effective integration of AE and traditional culture in primary and secondary schools not only revitalizes ancient culture with newfound luster but also cultivates the humanistic feelings of primary and secondary school students and improves their aesthetic understanding. This analyzed the teaching mode on the integration of AE and traditional culture in primary and secondary schools to serve as a future reference.

Keywords

Aesthetic education in primary and secondary schools
Traditional culture
Integration
Teaching mode

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1. Introduction

The integration of aesthetic education (AE) and traditional culture can enhance the student's cultural confidence and national identity. By learning the traditional culture and art forms, students can deeply understand the beauty and profoundness of the Chinese tradition, thus enhancing their sense of identity and pride in the traditional Chinese culture. This helps cultivate the student's love and sense of responsibility for their cultural traditions and improve

their cultural self-confidence.

2. The status of AE in primary and secondary school education

AE plays a vital role in primary and secondary school education, which not only helps students develop artistic accomplishments but also promotes their all-round development and the improvement of their comprehensive quality in art. Firstly, AE can cultivate a student's aesthetic

taste. Through art, music, dance, and other art education, students can engage with various art forms, improve their ability to perceive beauty and cultivate aesthetic taste. This enhances the student's ability to appreciate the beauty of traditional culture. Secondly, AE can enhance the student's creativity and performance ability. In the course of AE, students can cultivate their desire for expression and creativity through artistic activities such as painting, music creation, and handicrafts. These activities serve to stimulate their unique insights and imagination of the world. In addition, AE can also promote the student's emotional and personal development. Through art education, students can better express their inner feelings and emotions, cultivate their artistic ability, enhance their self-confidence, and develop a positive character^[1-3]. This allows students to achieve better academic performance. This research showed that students who participated in art education generally obtained better results in the examination of Chinese language, mathematics, and other subjects, which also proves the role of AE in promoting the student's comprehensive quality and learning ability. Therefore, to improve the status and quality of AE in primary and secondary schools, widespread efforts are needed. Schools should increase the investment in AE resources, improve the teaching conditions, and improve the teaching quality. The awareness of parents and the public on the importance of AE should be enhanced, and support should be provided to schools to strengthen their AE qualities. Relevant policies and measures should be introduced to the education department to promote the all-round development of AE^[4-8].

3. The important role of traditional culture in AE

Throughout history, Chinese culture has always been rich, profound, and extensive. As an important carrier of Chinese culture, traditional art contains rich cultural essence and reflects the extraordinary achievements of Chinese national art. However, driven by the tide of globalization, the influence of foreign culture has caused a certain impact on Chinese traditional culture. Many traditional art forms have gradually withdrawn from the public view and the roots of Chinese traditional culture are facing potential risks. This phenomenon is detrimental to the preservation and revitalization of national

cultural attributes. Given this, traditional art education should be integrated into art education in primary and secondary schools. Precious cultural resources should be used to broaden the student's vision and enrich their artistic experience to cultivate a deep understanding and appreciation of artistic diversity. Not only does this cultivate the student's national confidence and self-esteem but it also promotes their consciousness of maintaining the traditional artistic heritage and countering the trend of the diminishing of traditional art. Through this way of education, students can contribute to the preservation of traditional art in the process of continuous learning and promote Chinese traditional culture^[9-11].

4. The integration of AE and traditional culture in primary and secondary schools

4.1. Incorporation of traditional cultural content into the AE curriculum

The integrated teaching mode of AE and the traditional culture in primary and secondary schools aims to incorporate the traditional cultural content into the AE curriculum, enrich the student's artistic accomplishment, and enhance their awareness to preserve the quintessence of Chinese culture. Traditional culture is the spiritual foundation of a nation, embodying the spiritual wealth of the Chinese nation. Preserving and promoting traditional culture is an important objective of the AE curriculum in primary and secondary schools. The integration of traditional culture in the teaching of AE should have a scientific and reasonable arrangement. Firstly, through music teaching, students can choose to analyze classical works of traditional music to deepen their understanding of the charm of traditional music. Secondly, traditional Chinese painting, handicrafts, and other artistic forms can be implemented in art classes to increase the student's exposure to the beauty of traditional culture. During dance class, traditional dance elements can be included. Additionally, script writing and performance can integrate ancient traditional opera as teaching material to cultivate the student's performance ability. The integration of AE into traditional culture should not only focus on teaching its content but also on its influence on the students. Through this, the students' aesthetic consciousness, cognition, and understanding of traditional culture can be cultivated. This also stimulates the students' love and

interest in art and enhances their cultural confidence. At the same time, it can also promote the improvement of the students' comprehensive quality and provide increased opportunities for academic development. Embedding traditional culture into the AE system not only enriches the curriculum connotation but also broadens students' aesthetic education vision, and also promotes the organic integration of AE and moral education into conventional education. The combination of traditional culture and AE further enhances the students' cultural confidence and develop healthy ideals and beliefs. It also increases the students' participation in the curriculum and effectively promotes the mutual coordination of school AE and social AE via on-campus tutors and off-campus tutors, theoretical teaching, and practical teaching^[12-16].

4.2. Creation of rich practical activities

Through the development of rich practical activities, the teaching effect of the integration of AE and traditional culture should be enhanced. Firstly, traditional cultural education can be designed in the form of practical activities combined with AE. In painting class, students can learn different painting techniques, such as freehand brushwork and meticulous brushwork based on traditional Chinese painting. During music class, students can experience the charm of traditional music through the performance and learning of ethnic instruments. Such practical activities not only improve the students' AE accomplishment but also expose them to the charm of traditional culture. Secondly, campus cultural resources can be utilized to perform various traditional cultural practice activities. Field trips to museums, cultural monuments, and other historical places can be organized so that the students can personally experience the connotations and value of traditional culture. In addition, traditional cultural festivals, handicraft activities, and opera performances can be held so that students physically engage in traditional Chinese culture. Teachers should focus on developing the student's independent learning and innovation ability. In practical activities, students should be encouraged to put forward their ideas and opinions, fully unleash their creativity, and apply the knowledge of AE and traditional culture in practice. To achieve this, teachers should provide a good learning environment to stimulate students' interest in learning and

expressing creativity^[17,18].

4.3. Experience and inheritance of traditional culture through situational teaching

In the field of AE in primary and secondary schools, the integration of traditional culture in creating a situational teaching environment constitutes a practical and creative educational approach. This teaching method puts students at the core of teaching to facilitate their natural engagement and absorption of the essence of traditional culture, thereby realizing the implicit influence of education. With the help of modern Internet and multimedia technology, vivid situations can be created to help students quickly adapt to the learning environment. Teachers should stimulate the students' observation skills and thinking ability, and encourage them to explore the essence of traditional culture. For example, when teachers construct a teaching situation with the theme of "assuming oneself as the immortal poet Li Bai," moving poetry recitations and teaching videos can be implemented to help students undertake the role of a poet. With this, they can experience the life of a poet and deeply understand the creative connotation and aesthetic value of poetry. These innovative teaching methods not only enrich the cultural heritage and depth of the course but also increase the fun of learning, promote interaction and communication between students, reduce the fear of difficulties in learning traditional culture, and stimulate their enthusiasm for learning^[19-21].

5. Conclusion

The integrated teaching mode of AE and traditional culture was of great significance to primary and secondary school education, which enhanced the students' cultural confidence and national identity, cultivated their aesthetic taste and creativity, improved their comprehensive quality and humanistic spirit, and promoted the diversified and all-round development of education. Therefore, schools should strengthen the integration of AE and traditional culture in all aspects of education and teaching to promote the comprehensive and healthy development of students.

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Reference

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