

Exploration and Practice of Integrating Regional Culture into Art Education in Colleges and Universities

A Case Study of the Workshop "Perceiving Shanxi"

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ABSTRACT

In recent years, the development of fine arts education in colleges and universities is becoming more and more perfect. However, in the process of developing based on the experience of foreign schools, the teaching content and curriculum of colleges and universities tend to be assimilated, which lacks the advantages and characteristics of local schools. In the face of the new era and new requirements, to promote the construction of new liberal arts, it is a must to accelerate the reform and innovation of higher education, and speed up the adjustment and upgrading of the disciplinary system. Against the background of the new era, the reasonable infiltration of local cultural resources in fine arts education is not only conducive to the optimization of the discipline system and the promotion of excellent traditional culture, but also conducive to the enhancement of students' interest in learning so as to stimulate their creativity and enhance the practicability of discipline construction to serve social development.

Keywords: University art, Art education reform, Regional culture, Practical activities.

1. INTRODUCTION

Under the influence of natural environment and historical conditions, unique regional cultures are formed in various regions. Local cultural heritage is a precious historical treasure and a spiritual bond of people of all ethnic groups. In the process of art education in higher education institutions, attention should be paid to the local characteristics of regional traditional culture, and distinctive art teaching activities should be carried out based on the advantages of the school. The significance of popularizing aesthetic education in the university teaching system can help enhance students' sense of identification with local culture, enhance their comprehensive cultural literacy, and cultivate their passion for continuous exploration and discovery of beauty, and even stimulate more abundant innovative abilities. In response to the current problems in art education practice, taking the construction of the "Perceiving Shanxi" workshop platform as an example, this study explores the

integration strategy of regional culture and university art education, aiming to promote the integration of regional culture and university art education, improve students' awareness and ability to protect traditional culture, and adapt to and meet the diverse needs of talents in the new era of development.

2. THE APPLICATION VALUE OF REGIONAL CULTURE IN ART EDUCATION IN COLLEGES AND UNIVERSITIES

Regional culture is the sum of material and spiritual wealth formed by the long-term development of a region, which is generated and developed around the survival and reproduction of local people. It is the most direct and valuable resource that reflects local folk customs, and is also an inexhaustible source of artistic creation.[1] But with the deepening of globalization, cultural exchange and integration in various regions of the

world have also brought opportunities and challenges to the development of local culture. Under the deployment of the strategy of building a strong cultural nation in the new era, cultural construction has been placed in a more prominent position, and the whole society's attention to traditional culture has significantly increased. Colleges and universities in various regions are the main positions for talent training and cultural inheritance, shouldering the responsibility and mission of cultivating application-oriented talents. Strengthening the construction of local culture in the talent training plan is not only conducive to promoting the reform and innovation of art education in colleges and universities, but also conducive to carrying forward the essence of local culture, maintaining cultural diversity, and realizing the inheritance and innovation of traditional culture.

The application value of regional culture in the art education in colleges and universities is embodied in the following aspects: the significance of the reform of teaching content helps to expand the resources of aesthetic education courses, enrich the art curriculum in colleges and universities, thus changing and updating the traditional art education discipline structure, developing and enriching the traditional art education discipline knowledge system, and making the art education in colleges and universities more practical and progressiveness; [2] The significance of individual development for students lies in the vivid and distinct characteristics of traditional culture in various regions, which enables students to obtain higher levels of spiritual enjoyment when feeling and understanding, helps students accumulate more diverse creative materials, enhances their awareness of the inheritance and protection of regional culture in a subtle way, and also establishes a spiritual orientation of firm cultural confidence, cultivates students' patriotism, and stimulates their creative vitality; The significance for the development of local enterprises is that, under the training program that combines local cultural resources, students' ability to transform cultural creativity and practical experience are improved, and their comprehensive abilities are more suitable for the talent needs of local enterprises. This helps to promote the development of the cultural industry, enhance cultural productivity, and activate cultural vitality.

3. THE APPLICATION STATUS OF REGIONAL CULTURE IN ART EDUCATION IN COLLEGES AND UNIVERSITIES

3.1 Insufficient Utilization of Cultural Resources and Lack of Awareness of Cooperation and Sharing

In the current art education work, regional culture has not yet been truly integrated into the education system, which has resulted in local cultural resources and the construction of art practice platforms in colleges and universities being in the embryonic stage for a long time, without truly achieving the goal of art education bridging disciplinary boundaries and promoting interdisciplinary integration. Under the influence of long-term reference to Western art teaching concepts, many universities have the problem of insufficient awareness of the utilization of local cultural resources, insufficient depth of research on local regional culture, lack of relevant practical experience, or lack of active communication and cooperation with local cultural resources, making it difficult to integrate the most authentic and vivid cultural resources outside of school into teaching activities, resulting in the integration of the two only remaining at the relevant theoretical level. The ultimate manifestation is that students have insufficient understanding of regional culture, unable to accurately translate and apply it, which affects the quality of teaching outcomes. Secondly, the comprehensive subject knowledge structure of students is not perfect, and they are unable to flexibly apply interdisciplinary knowledge to enhance their absorption and understanding of regional culture. Many factors have constrained the effectiveness of integrating regional culture into higher education art education. The reform and construction of relevant teaching platforms have become an urgent task.

3.2 Simple Teaching Content Form and Lack of Regional Cultural Characteristics

In the curriculum system of modern art education in Chinese colleges and universities, theoretical and technical courses are the main focus, and the updating speed of textbooks and courses is slow, resulting in insufficient integration of regional culture in teaching, and the lack of regional cultural characteristics and attractiveness

in course content. In teaching, there is a need to adjust and improve the systematic classification and planning of regional culture, as well as the research and design of related course content, by only providing simple scientific popularization introductions in the form of simple text explanations and pictures. Taking the Shanxi region as an example, it has a large number of well preserved and profound traditional cultural heritage, including densely distributed historical sites, orderly inheritance of intangible cultural heritage, and splendid ancient architectural sites. As the core university of Shanxi Province, how to solidly and effectively protect and activate the application of these cultural heritages in aesthetic education courses, the research on reform and innovation in related areas of Shanxi University has important theoretical significance and practical value.

3.3 Lack of Practical Ability and Cultural Inheritance Awareness Among Students

In the current art education system in colleges and universities, the deepening of the integration of production and education, as well as the school-enterprise cooperation model, is not sufficient. Students cannot adapt to the ever-changing society simply by learning from traditional classroom teaching methods. From the perspective of regional cultural protection, students lack opportunities to approach regional culture, and cannot feel the actual situation and development needs of regional culture. Therefore, their awareness of protecting and inheriting regional culture is not strong enough. From the perspective of professional ability cultivation, students lack opportunities to integrate their professional practice with the real society, practical cases that can be analyzed specifically for specific problems, and the missing of a series of processes such as data collection, problem analysis, and plan formulation for research projects in the field, making it difficult for students to improve their professional cultural quality and practical innovation ability in practice. The deepening of the integration model of production and education is not in place, and the practical conditions and opportunities on campus are limited, which affects the professional practice needs of students in the training process and the protection and development needs of regional culture.

4. THE INTEGRATION PATH OF REGIONAL CULTURE IN ART EDUCATION IN COLLEGES AND UNIVERSITIES

4.1 Enriching Campus Aesthetic Education Activities and Creating a Cultural and Artistic Atmosphere

It is necessary to strengthen cooperation with local high-quality cultural resources, actively build cooperation platforms both inside and outside the school, apply off-campus cultural resources to art education in colleges and universities, such as local art museums, museums, intangible cultural heritage bases, and inheritors of intangible cultural heritage, and utilize the advantages of the platform to achieve resource sharing, while promoting the construction of art education in colleges and universities, forming an efficient path for regional cultural inheritance and innovation. For example, schools can invite experts from relevant fields, inheritors of intangible cultural heritage, etc. to participate in teaching and teaching, making the process of imparting cultural knowledge more intuitive and vivid, and helping to enhance students' awareness of protecting and inheriting regional culture. Schools can also actively carry out cultural and artistic education exchange activities in China and foreign countries, learn from each other, complement each other's strengths and weaknesses, promote the development of art education work, and spread the power of excellent traditional Chinese culture. It is also necessary to encourage young and middle-aged art teachers to visit and study in foreign countries, draw on advanced art education concepts and experiences from abroad, and promote the reform and innovation of school art education. Through multidimensional cooperation such as artistic practice, academic lectures, and skill development, it is aimed to promote the construction of the "second classroom" platform and improve the quality of aesthetic education in colleges and universities. By optimizing the utilization of cultural resources both inside and outside the school, the space for aesthetic education in the school can be expanded, the depth of aesthetic education can be extended, and an open, forward-looking, and structurally reasonable aesthetic education teaching system can be constructed to meet the needs of local economic and cultural development and the talent needs of local enterprises.

The establishment of the "Perceiving Shanxi" aesthetic education brand utilizes the comprehensive disciplinary advantages of Shanxi University, and builds a "second classroom" platform to achieve interdisciplinary integration and collaborative creation. There is a must to achieve a reasonable and stable team through workshop organization, popularize interdisciplinary cultural knowledge through academic lectures, achieve effective creation through on-site practice, realize widespread dissemination through a combination of achievement exhibitions and online promotion, and ultimately provide guarantees for the implementation of aesthetic education achievements through the integration of industry and education, helping optimize the academic structure of students and improve employment prospects.

4.1.1 Workshop Model of Aesthetic Education Techniques

The "art education techniques workshop" is an art education activity aimed at inheriting excellent traditional Chinese culture and art, with characteristics such as on-site experience, interaction, and practice. Focusing on "cultural heritage revitalization and interdisciplinary construction" is an important idea for the construction of art workshops. The workshops operate in three main themes: art appreciation, intangible cultural heritage inheritance, and cultural creativity. Through the cooperation model with local art museums, museums, artists associations, art institutions, and folk intangible cultural heritage inheritors, taking students as the center, it is necessary to integrate internal and external resources, and combine the operation mode of art workshops, promote the joint education of practice and network, and build a new model of "Internet +" workshop. [3] The art workshop builds a bridge of communication, making it easier to protect and inherit excellent traditional culture and art with regional, ethnic, and educational characteristics, and more efficiently promoting the sustainable development of aesthetic education for all students in the school.

Due to the limitations of existing teaching space, the functional layout is difficult to meet the diverse needs of teaching experiments, and it is also unable to adapt to various new teaching modes in the Internet era, which restricts the development of aesthetic education teaching. Firstly, by integrating the limited teaching physical space of the college

and constructing relatively mature calligraphy, painting, and lacquer art workshops, considering space size, functional layout, content reconstruction, integration of virtual and real, as well as online and offline mixed teaching modes, some professional classrooms will be transformed into spatial functions, which can improve the construction of practical teaching platforms, and promote the deep integration of art workshops and teaching. These activities can make the integrated space a workshop space that integrates functions such as learning, experimentation, practice, and independent innovation, with the goal of inheriting, practicing, innovating, and disseminating aesthetic education techniques, and carry out teaching of basic aesthetic education techniques. In the future, the schools will gradually add experiential learning practical courses, carry out calligraphy, traditional Chinese painting, printmaking, pottery, paper cuttings, photography, video production and other technical aesthetic education courses, implement special art training for non-professional students, and inherit the excellent traditional Chinese culture.

For example, in the workshop activities for traditional Chinese painting and lacquer art education techniques aimed at all teachers and students in the school, students from different colleges enthusiastically sign up to participate. In the experience activities of traditional Chinese painting, by appreciating famous works of traditional Chinese painting and practicing copying meticulous paintings, students are led to experience the humanistic and natural charm and poetic aesthetic conception in traditional Chinese painting, and feel the beauty of traditional Chinese culture and art. In the experience of lacquer art, students collect drawing materials, imitate carving, and experience the spirit of craftsmanship in intangible cultural heritage craftsmanship. A physics major student shared her experience and insights: "I have never had any intersection with art. Through taking this general education course, I have learned how to appreciate Chinese painting and how to observe things from different perspectives, discovering the existence of beauty. In this course, the two teachers have rich teaching experience and are easy to understand, which is very easy for me who has no foundation. It has enabled me to broaden my knowledge beyond the scope of my major. I hope to have the opportunity to experience this type of course in the future." The workshop integrates aesthetic education teaching content into artistic practice and personalized creative activities through a relaxed, enjoyable, open and free mentor

apprentice teaching mode. While stimulating students' interest in learning, it enhances their humanistic spiritual literacy and maximizes the effectiveness of aesthetic education work.

4.1.2 Lectures on Regional Cultural Knowledge

The "Perceiving Shanxi" series of lectures, as one of the important means of aesthetic education reform, takes the inspiration and guidance of "perception" as the core of the entire series of academic lectures, attempts to match with the basic theoretical courses of the college, and aims to integrate the concept of "new liberal arts" with multiple disciplines, with the goal of "broad vision and wild professional path" of Shanxi cultural heritage, and focuses on implementing comprehensive aesthetic education construction.

Through the launch of a series of academic lectures, in collaboration with the Academy of Fine Arts of Shanxi University, the Shanxi University Cultural and Creative Alliance, the Cultural and Creative Center of the School of Fine Arts of Shanxi University, the Youth League Committee of the School of Fine Arts of Shanxi University, the Dayang Ancient Town Scenic Area, the "Source and Stream Movement" of Peking University, the Digital Room of the Yungang Grottoes Research Institute, the Shanxi Provincial Institute of Ancient Architecture and Colored Mural Protection, the Tianlongshan Grottoes Museum, and the Shanxi Urban and Rural Planning Society Xitang Cultural Communication Co., Ltd. and other institutions, these organizations have collaborated to invite experts and scholars in the fields of intangible cultural heritage techniques, ancient architecture research, archaeological research, urban and rural planning and design, cultural heritage digitization, and cultural and creative industry operation to conduct practical teaching and cultural lectures. They have also attracted nearly a thousand people from various colleges of Shanxi University to participate. At the same time, art students from sister colleges in Taiyuan have also come to listen, truly breaking down academic barriers, and realizing interdisciplinary integration.

4.2 Innovating the Design of Aesthetic Education Courses and Promoting Students' Self-aesthetic Education

Classroom teaching is the main source for students to acquire knowledge in school and an

important way for cultural inheritance. The integration of regional culture in classroom teaching should first fully consider the subject status of students, design reasonable ways to introduce regional culture in the classroom, and adopt diverse means to integrate regional cultural elements into classroom teaching, stimulating students' interest in learning. The integration of regional culture in the curriculum can enrich classroom teaching content, cultivate students' noble humanistic spirit, and students' innovative thinking can also play a role in activating regional culture and promoting cultural inheritance, forming a mutually beneficial and win-win effect.

4.2.1 Integration of Regional Culture and Professional Courses

The art workshop platform mainly focuses on fields such as fine arts, cultural heritage, and art rural construction. It can aggregate and fully utilize resources both inside and outside the school, adopt on-site and online teaching methods, and integrate art practice and personalized creative activities into the content of art education, allowing students to more intuitively experience the vastness and profoundness of traditional culture and art. It can also make up for the insufficient depth of teachers, enhance the infectiousness of the classroom atmosphere, and improve the practicality of course content.

4.2.1.1 Art Appreciation Category

Schools can invite calligraphy and painting experts from outside the academy to settle in the workshop, with traditional calligraphy and painting and contemporary art as the core content, and rely on the precious resources of Shanxi Museum, Taiyuan Art Museum, Shanxi Merchants Museum, as well as the collection of paintings and masterpieces of famous teachers in the Academy of Fine Arts, to open a high-quality art education lecture hall.

4.2.1.2 Cultural and Creative Category

Based on the branded cultural and creative product design course established by Shanxi's cultural and tourism resources, the schools can collaborate with practical teaching bases such as Yungang Research Institute, Jinci Museum, and Tianlongshan Museum to participate in the design and production of themed cultural and creative products such as "Yungang Gift", "Jinci Gift",

"Pingyao Gift", and "Tianlong Shangpin" at the Academy of Fine Arts. They can also invite cultural and creative operation enterprises such as Shanxi Cultural and Creative Alliance, as well as cultural and creative leaders of heritage sites, to participate in the teaching and practical activities of the workshop project.

4.2.1.3 Cultural Inheritance Category

The main focus is on popularizing art knowledge in Shanxi's traditional ancient architecture, murals, painted sculptures, grotto sculptures, and other fields. Combining with professional courses in art theory, environmental design, sculpture, painting, digital media, and visual communication at the Academy of Fine Arts, it is necessary to carry out basic skill popularization work and invite experts from tourism, heritage, museum, and archaeology from both inside and outside the school to join the workshop.

4.2.1.4 Art and Rural Construction Category

Guided by the concept of rural revitalization and guided by the establishment of art rural construction courses, there is a necessity to collaborate with practical teaching bases such as Dayang Ancient Town in Zezhou County, Jincheng City, and Zecheng Village in Zuoquan County, Jinzhong City. Based on the courses of landscape design, experimental art, digital media art, public art, and visual communication at the Academy of Fine Arts, there is also a necessity to invite experts such as masters of arts and crafts and inheritors of intangible cultural heritage to come to the classroom for teaching and explanation.

4.2.2 Integration of Regional Culture and General Education Courses

In the process of art education, aesthetic appreciation, professional practice, and personalized creation are interrelated and have a connection and progressive relationship. Aesthetic appreciation is the primary link in cultivating students' artistic interest foundation, and promoting their subsequent independent creation or talent display, so that each student can basically master one or two artistic talents, which has sustainable development value and important significance for their long-term aesthetic education and cultivation. The widespread development of general education in colleges and universities not only benefits the innovation of educational concepts and the

promotion of disciplinary construction, but also has a positive impact on the educational models and institutional norms of colleges and universities. [4]

In response to the current situation of dry and monotonous content and lack of distinctive features in art general education courses, firstly, teachers need to innovate and improve teaching methods, actively and deeply guide in the classroom, and secondly, establish cross departmental professional teaching and research rooms. Based on the different characteristics of each profession and combined with regional cultural resources, teachers also need to design and develop art and design general education course groups with regional characteristics, fully leveraging the function of art education services for comprehensive education. It is necessary to integrate public art courses and practical activities into the talent training system of each college, implement a credit system management, and require students to complete the required credits for relevant courses to ensure teaching effectiveness, aiming to create a good interdisciplinary interactive learning atmosphere at the academic level of the school, thereby stimulating students' interest in learning and achieving sustainable development of self-aesthetic education.

In the reform process of the general education courses in the field of fine arts at Shanxi University, taking the construction of art workshops as an opportunity and the theme of "Perceiving Shanxi" as a starting point, it is also necessary to explore the curriculum construction of the "Art Creation and Aesthetic Experience" module, with the cultivation of aesthetic ability and humanistic literacy as the core, and focus on the inheritance and development of art classics education, excellent traditional Chinese culture, and local culture in Shanxi. The schools should attempt to explore a multi-dimensional aesthetic cultivation curriculum based on "cultural confidence", continuously optimize the general education curriculum system for aesthetic education, and provide richer aesthetic education courses for all college students on campus. On the basis of the existing art general courses such as "Aesthetic Appreciation" and "Introduction to Art", the teachers can organize and add a series of courses with regional characteristics in the field of aesthetic education, such as "Shanxi Ancient Architecture Art", "Shanxi Temple Mural Painting", "Shanxi Color Sculpture Appreciation", "Perception of Shanxi", "Art Revitalization of Rural Areas", etc. The schools can strengthen the construction of high-quality aesthetic education courses in art

teaching, aiming to promote the excellent traditional cultural spirit of Shanxi, and inherit the excellent traditional cultural genes of Shanxi. Through the integration and development of general education courses and workshops on aesthetic education techniques, the schools and teachers can gradually build a curriculum system for aesthetic education that combines basic knowledge and skills in art, aesthetic experience in art, and specialized skills in art.[5]

4.3 Widely Carrying out Professional Practice and Leveraging the Effectiveness of Aesthetic Education and Cultivation

College art students are the reserve force for the development of art and culture in China. In the process of training, it is necessary to correctly guide students to fully utilize their professional knowledge and skills, actively participate in relevant social practice activities, and enhance their awareness of social responsibility. For example, in the long-term cooperation between the Academy of Fine Arts and the Taiyuan Art Museum, students from the Academy can take turns visiting the museum every Tuesday to Sunday to provide volunteer lectures on the "Wu Weishan Sculpture Works", guiding young students to deepen their understanding of core values in promoting art and serving society. The schools insist on sending volunteer student teams every Friday afternoon to provide art education services to Yingcun Primary School in Jiancaoping District, Taiyuan City. The teachers have taught courses more than 230 times, making positive contributions to alleviating the shortage of local art teachers and filling the gap in art interest education in Chengzhong Village Primary School in Taiyuan City.

The workshop organizes teachers and students to visit Yin Zhuang Village, Qinshui County, Jincheng City during the summer to organize and conduct research on cultural resources, carry out practical protection work for rural cultural heritage in different directions according to the majors of students, and control the quality of practice through the guidance of professional teachers, such as, using images to record Shang Ruihai, the inheritor of the intangible cultural heritage of "Running on a Dry Boat" in Yin Zhuang Village, surveying and mapping the ancient architecture of Guandi Temple in Yin Zhuang Village, and conducting preliminary model replication and restoration work, cleaning up and rubbings the stone tablets inside the Guandi

Temple to fully preserve the historical materials of the stone tablets, and creating an electronic version of the village history and genealogy for the Shang family in Yin Zhuang Village. The wall paintings and slogans with themes such as "Chinese Dream", "Promoting Civilization and Creating a New Wind", and "Green mountains and clear waters are invaluable assets" have been carried out in Xiahe Village, Qinshui County. The welcoming pine patterns on the village entrance wall and the flower posters on the courtyard wall have also been restored. On the occasion of the 100th anniversary of the founding of the Communist Party of China, Academy of Fine Arts of Shanxi University has organized teachers and students to go to the ancient county town of Taiyuan to carry out mural restoration, architectural surveying, exhibition wall design, and other work. The school should focus on the main battlefield of rural revitalization, help to consolidate the achievements of poverty alleviation at the grassroots level, continuously demonstrate the new attitude of young students in the Academy of Fine Arts, and further deepen the value of aesthetic education in practice.

5. CONCLUSION

In summary, in response to the new era development requirements of current art education in universities, it is necessary to accelerate the development of a professional system of art disciplines with Chinese characteristics, attach importance to the integration strategy of regional culture and art education in universities, strengthen students' awareness of the inheritance and promotion of regional culture, promote communication and cooperation between universities and local cultural resources, and local enterprises, so as to inherit the spirit of regional culture and play the role of art education.

Art education is Bacon's soulful career. It is the responsibility of all art educators to enable all students to improve their comprehensive cultural literacy and achieve comprehensive personal development in a strong artistic atmosphere. In the future teaching practice, the Academy of Fine Arts of Shanxi University will continue to closely adhere to the goals of the reform of school art education in the new era, effectively leverage the advantages of art education in its own discipline, and thus improve the fundamental role of art education in the entire education reform and development and talent cultivation process. The school will also continue to rely on the cultural tradition of "pen and

ink follow the times and art transmit the spirit" of the Academy of Fine Arts of Shanxi University, and the academic orientation of "integrating the essence of Chinese and Western arts, and promote the cultural characteristics of the three Jin dynasties", overcome difficulties, actively explore, and strive to open up a new situation of aesthetic education construction, so as to make greater contributions to the national art education.

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