

# Research on Cultural Inheritance and Innovation of Higher Art Education from the Perspective of Core Literacy

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## Abstract

Higher art education has entered a period of "core literacy". Schools are paying more and more attention to the reform of basic art courses and the cultivation of students' core literacy. This requires schools to grasp the correct value orientation of art teaching based on the requirements of core literacy. Organic grafting of art teaching materials and cultivation of students' accomplishment, and implementation of rich and colorful innovative teaching. Pay attention to the internalization of students' knowledge and skills, and improve students' core quality of beauty essence. In addition, how to let students find unique traditional cultural symbols and establish national sense of belonging and self-value is an important issue in higher art education. Art education has been an extremely important teaching content of human society since ancient times, and it has a special status in national education. In modern society, injecting traditional culture into the art classroom is an effective way to inherit traditional culture. It helps to reshape the sense of national cultural identity, and has positive and important value and significance for innovative teaching models and methods, and to improve practice and innovation.

## Keywords

Core Literacy, Art Education, Cultural Inheritance, Innovative Research.

## 1. Introduction

China's higher art education has been planned by the national education department as a humanities subject [1]. Due to the positioning of such disciplines, art education has more or less assumed the role of cultural inheritance and innovation. As far as art education is concerned, due to its professional characteristics and historical reasons, its relationship with intangible cultural heritage is particularly close [2]. It can prompt us to inspect, record and study intangible cultural heritage from the perspective of art, and also establish a heritage of intangible cultural heritage in universities and cultivate a new generation of cultural inheritors [3]. At the same time, the artistic creation with intangible cultural heritage as its motive force and resources is one of the best ways to realize its inheritance and innovation. It can inject new vitality into intangible cultural heritage and present a new development under the current historical background [4]. Colleges and universities are at the forefront of the protection of intangible cultural heritage. On the one hand, they should try their best to preserve it culturally; on the other hand, they should connect it with modern art and modern social life, and make it generates new vitality. It can be said that there is a long way to go [5].

Art literacy is an important part of the humanities quality of college students. Our art education is not aimed at cultivating art professionals [6]. It can make students become a knowledgeable and tasteful life in the future, so it is the origin of art education to cultivate and improve students' artistic quality in higher art education. At present, China's art education has entered the core literacy generation [7]. The core literacy has the characteristics of universality and

popularity, including five core literacy of image recognition, art expression, aesthetic judgment, creative practice and cultural understanding [8]. Core accomplishment is the value goal of art education. The important task of art education in the future is how to combine art and education better. Art is not just "painting". To rise to the level of culture and education [9]. We should guide students to attach importance to the culture with national characteristics and not forget the history and cultural history, so as to better inherit the excellent culture of the nation, let the national characteristics take root and sprout, and continuously spread [10]. At the same time, enrich the content of art education, realize the goal of improving students' core quality of art, and train high-quality talents for the country.

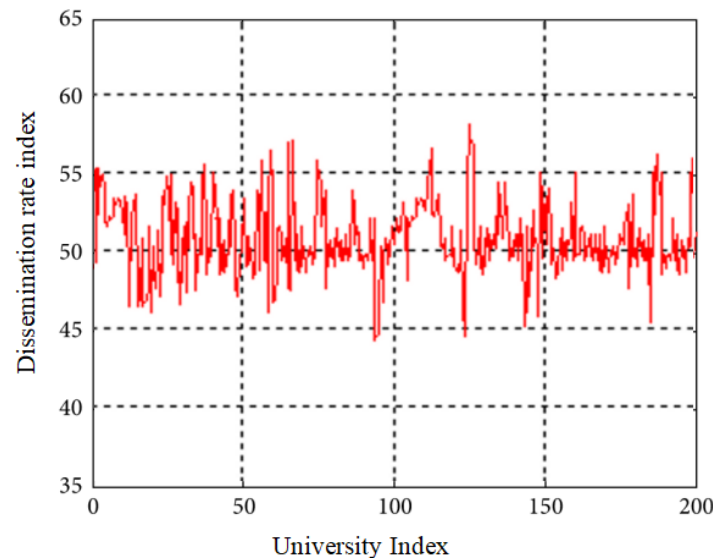
## **2. The Significance of Inheriting Culture and Innovation in Higher Art Education**

### **2.1. Enriching Art Education Course System and Innovating Teaching Mode**

As a curriculum resource, intangible cultural heritage participates in art teaching. Compared with traditional textbooks, it is abundant, abundant and open. With its specific image, lively and other characteristics, it gives students various information stimuli. Stimulating students' interest in learning conforms to the general requirements of teaching in colleges and universities regarding "integrating theory with practice, being close to reality, being close to life and being close to students". Its situational teaching can enable students to be personally present, increase knowledge and cultivate sentiment in pleasure. Intangible cultural heritage participates in art education and teaching, which can make higher art education go to the local and to the folk. It will help to form an art education curriculum system and teaching materials with local characteristics, thus enriching and perfecting the higher art education curriculum system. When teachers apply intangible cultural heritage resources to higher-level art education, they should transform the "book-style" classroom teaching into an organic combination of the school's "small classroom" and the local society's "big classroom", which will help promote the teaching methods of higher art education. Innovation with the teaching model.

### **2.2. Cultivating Innovative Spirit and Improving Practical Ability**

Intangible cultural heritage is mostly presented in artistic form, which reflects the unique formal beauty of the nation. It preserves the elements of "simplicity, popularity and ecology", reflects the aesthetic pursuit of ordinary people, constitutes the traditional aesthetic view of the nation, and conveys the aesthetic connotation of the Chinese nation. However, the students have gradually come to realize the beauty and essence contained in the intangible cultural heritage and have improved their aesthetic appreciation ability under the influence of such unique folk art education. For art students, the refinement of various artistic elements in intangible cultural heritage resources and the rational use of various artistic expression techniques will become the source of continuous development of their artistic innovation. At the same time, the characteristics of the intangible cultural heritage inheritance also require the cultivation of practical ability as the core, breaking through the rigid knowledge transfer mode of traditional art education. This kind of closeness to life and emphasis on practice has a positive and practical effect on cultivating innovative spirit and improving practical ability. The inheritance of cultural inheritance and innovation ideas of various universities in China in art education is shown in Figure 1.



**Fig 1.** The Inheritance of Cultural Inheritance and Innovative Ideas in Art Education in Domestic Universities

### 3. Focusing on the Role of Cultural Inheritance in Higher Art Education

#### 3.1. Focusing on Cultural Inheritance is the Embodiment of Humanistic Education and Quality Education

Higher education is not only professional education, but also comprehensive education. Quality education focuses on cultivating students' learning ability and thinking ability, and also on cultivating students' adherence to learning. Cultural inheritance in higher art education is a kind of subtle education, which should be adhered to through students' persistent spirit of profound cultural connotation. This kind of study and exploration will be a lifetime study and is more important than learning any kind of skills and any kind of specialized knowledge. Emphasis on cultural heritage is reflected in the field of art education. The content of education is not only art skills, but also the questioning of spiritual and value issues, thinking about nature and beauty. Art education-oriented art education and art study activities often emphasize the importance of inspiration and insight. Often questioning the beliefs and revelations implied in art works, rather than the shaping of simple visual images. For this reason, art education should invest a lot of resources in cultural inheritance, just like other humanities.

#### 3.2. Paying attention to Cultural Inheritance Is the Way to Broaden Students' Knowledge and Employment

After years of enrollment expansion in higher art education, the number of art graduates has increased year by year, but the demand for art professionals is limited. As a result, the employment of art graduates has become a big problem involving schools, teachers and students' parents. Broadening employment channels for graduates of higher art education is also a top priority in the development of higher art colleges. To broaden the employment scope of higher art graduates, we must broaden the knowledge of higher art education so that students can choose other industries related to art, such as art collection, art appreciation, youth art education, cultural media industry, etc. Corresponding to the difficulty in finding employment in pure fine arts is the shortage of talents in other and emerging industries related to fine arts. University education is to cultivate all-round people. The most important link in paying attention to cultural inheritance is to strengthen the education of humanistic knowledge, which contains a wide range of contents and enables the educated's knowledge system to

develop in an all-round way. Broadening the scope of knowledge in higher art education is also a change to the simple education form with professional technology as the core.

## **4. The Innovation and Integration of Fine Arts Education and National Culture**

### **4.1. The Integration of the Depth and Width of Fine Arts Education and National Culture**

In-depth integration is to investigate and study the connotation of national culture in depth, and select typical and operable contents to be integrated with art classes in colleges and universities. The historical background, image connotation and implication of national culture are combed, and the rules of modeling and color matching are analyzed. Conditional access to non-genetic carriers and invited to the scene to explain, can also use the Internet to collect information and learn from other forms of teaching. For example, in the activity of sending teachers to the countryside in the village of Jabala in the Tujia stronghold of Longshan County, the teacher team members visited Liu Daiying, a non-hereditary successor. The breadth of art education and national culture is not a simple superposition of quantity, but an organic combination. Considering the connection of the joint points and exploring the innovation of the combination method, combined with local resources and operability comprehensive decision-making. The answer to many questions lies not in the problem itself but in the way of thinking. Further emancipate the mind and constantly break through the conventional teaching mode. There are many ways to implement and develop art education.

### **4.2. The Spiritual Integration of Fine Arts Education and National Culture**

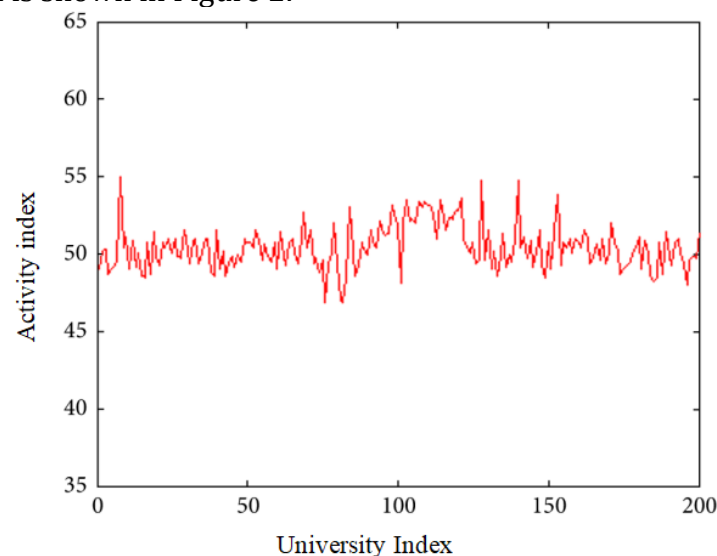
Art education should rise to the level of culture and spirit, and attach great importance to the function and unique value of art education from the perspective of spiritual inheritance. At the same time, the influence, impact and integration between contemporary cultures are increasingly strong. It is of special value and significance to inherit and develop national culture and retain cultural genes. At the end of the Qing dynasty and the beginning of the Republic of China, Zhejiang two-level normal schools emphasized that normal students should have the spirit of "yielding" and bear hardships and stand hard work, that is, "with limited conditions and economic methods, they hope to be successful. The "compliance" here refers to adapting to local conditions, using existing conditions and resources, and doing all the best for art teaching and activities. In addition, train students to discover culture, wisdom and aesthetics from their lives. For example, the Wuling Mountain area has many mountains and few lands, and the corner building and the hanging foot building are mostly surrounded by mountains and rivers. On the one hand, it reflects the wisdom of the ancestors to save the land, on the other hand, it forms a spatial pattern and a unique aesthetic paradigm adapted to local conditions. Rooted in the genes of national culture, guide college students to feel the spiritual connotation of their national culture, and enhance national self-confidence and awe.

## **5. College Art Education System Based on Core Literacy**

### **5.1. Let the Core Quality of Fine Arts Develop in Extracurricular Fine Arts Activities**

Extracurricular art activities are more intuitive and specific than textbook knowledge. Therefore, schools should practice the core accomplishment of fine arts in extracurricular fine arts activities. Often organize extracurricular sketching, so that students can feel the abstract knowledge in art courses outside class, and successfully turn abstract into concrete. For example, students can better guide us to innovate by remembering history when visiting

historical sites. In addition, it is an effective experience for students to participate in art competition. Can acquire knowledge and experience that cannot be acquired in class. Each discipline competition is an experience of teachers and students' own discipline accomplishment and discipline core accomplishment. In the daily teaching process, teachers can consciously guide students to participate in art competitions. During the competition, the students' psychological quality will be well trained. At the same time, students' creative practice ability can be stimulated under high pressure. Good psychological quality lays the foundation for students to cope with difficulties in the future. The important thing in the competition is not the result, but the fact that we have gained the growth from ability to mind in the competition and gained core literacy. The organization of extracurricular art activities in various universities in China is shown in Figure 2.



**Fig 2.** Organizational Situation of Extracurricular Art Activities in Domestic Universities

## 5.2. Establishing the Evaluation System of Aesthetic Education Based on Core Literacy

Art teaching based on the development of core accomplishment pays more attention to the development of students' abilities, the display of personalities, the cultivation of learning habits, the cultivation of emotional attitudes, etc. Therefore, it is necessary to establish an art academic evaluation system that takes quality education as its starting point and trains students' aesthetic ability and innovation consciousness as its orientation. Teachers should make a concrete and comprehensive evaluation of the whole process of students' art learning and pay attention to individual characteristics. People-oriented, thus improving students' learning confidence, aesthetic ability, individual performance, innovation ability, etc. In the evaluation process, it is not only the unilateral evaluation of teachers, but also the active participation of students. The reform of college education curriculum has entered the period of "core literacy", and not only the adjustment of cultural level is indispensable. For art teachers, more important and more realistic is the change of ideas and the adjustment of teaching methods, in order to find more effective and feasible methods for the implementation of the core literacy of art disciplines. Let students create art works better and add color to the country.

## 6. Summary

Art education in colleges and universities plays an important role in the inheritance and innovation of intangible cultural heritage. It can promote us to inspect intangible cultural heritage from the perspective of art and cultivate a new generation of cultural inheritors. At the same time, the artistic creation with intangible cultural heritage as its motive force and

resources is one of the best ways to realize its inheritance and innovation, which can inject new vitality into cultural heritage. At present, the development of fine arts in colleges and universities should make necessary reforms to meet the needs of economic and social development. In the process of reform, teachers should be committed to the realization of students as the main body, focusing on cultivating students' aesthetic ability and humanistic ideas. Change the previous teaching model and introduce various advanced teaching modes and teaching concepts. The core literacy of art teaching can well remedy the loopholes in traditional art teaching, and students can pay more attention to the understanding and application of knowledge. As another reform and innovation of teaching, I hope that the development of art talents will be more comprehensive, so that it can better serve the country.

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