

Primary School Students Feel Chinese Traditional Culture In The Copying Teaching Mode

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Abstract

Traditional culture is a cultural treasure that has been nurtured by thousands of years of Chinese history, and the learning of traditional culture by primary school students is a major trend of change in the field of painting. This paper focuses on answering one research question; how primary school students learn Chinese traditional culture through the replication of teaching traditional culture in and discussions of traditional cultural knowledge. This paper will also examine the problems encountered in the process of transmitting traditional culture as well as explore the strategies for implanting traditional culture in the replication mode of teaching.

Keywords: Copy the teaching model; The spread of traditional Chinese culture; primary school.

Introduction

In the compulsory education art curriculum standard (the Ministry of Education of the People's Republic of China, 2022) in the importance of carrying forward the traditional culture, as China's economic strength and social development, the national quality also after the update iteration, people for education is no longer limited to students 'achievement, for the field of art is more and more seriously, implanted in the primary school painting class in the traditional culture knowledge, for children's patriotism spirit and aesthetic ability has a huge role.

Research Objectives

1. To examine the feasibility of learning traditional cultural knowledge by using copying teaching mode.
2. To investigate how primary school students use the copy teaching model.
3. To explore strategies of enhancing teachers' understanding of traditional culture.

Literature Review

The implantation of traditional culture can promote the diversified development of primary school art to a large extent. With the increase in people's attention to the art field and the cultivation of the development of students' art field, the current children's art education not only attaches great importance to the mastery of art skills, but also has a certain degree of emphasis on aesthetics. However, in terms of the development of primary school students, they still cannot have a complete perception of the high artistic value contained in the art works. It is key to applying the suitable teaching skills for the students to appreciate the value contained in traditional cultures. For art works in the artistic value is in the culture of cohesion and creative expression, traditional culture is not only reflected in the abstract literature, more reflected in the concrete art and students every corner of real life, so from the traditional culture education to improve students' aesthetic ability, can promote students and depth of multidimensional interpretation of art, the arts of teaching would be the only bridge for students to reach the other side of through the learning process.

There are many channels of inheritance of traditional culture, and the implantation of traditional culture knowledge in art courses is undoubtedly the most effective way of inheritance. There are many studies stating that how art can work for the health of students' mind development (Liu, 2020). For instance, art has multiple forms of expression, and these diversified forms of expression themselves come from the continuous development of human spiritual civilization for thousands of years. As a treasure of Chinese civilization, traditional culture is also the crystallization of the wisdom of the ancients, and the integration between the two is not hindered by some insurmountable obstacles. In addition, the implantation of traditional cultural knowledge in primary school art teaching can also cultivate primary school students' patriotism and national unity

and cohesion from an early age. At the same time, traditional culture is also an effective way to cultivate aesthetic education and core literacy for primary school students.(Liu, 2020)

There are also many discussions about the role of teachers played in the classes of culture and art, especially for young age students. Art teacher is for the understanding of art and the accumulation of art knowledge can reach a certain height, but the art teacher for the understanding of traditional culture is not the same, some teachers for traditional culture and no profound experience, for the source of traditional culture knowledge and master is very one-sided, so in the traditional culture knowledge and art teaching, also are raw, without their own opinions and explanation. In addition, the training for teachers to equip with professionals art teaching and presenting skills is also very important. There are even some art training institutions of teachers for the inheritance of traditional culture knowledge degree is not high, the teachers think the main purpose of art teaching is to improve students 'techniques and test results oriented, pay attention to the short time effect and art distinction training, ignoring the students' artistic accomplishment and appreciation of art works. Completely ignoring the reason why artistic works have such a high artistic value is that the birth of art works cannot be separated from the expression of the cultural core, but also inseparable from the inheritance value of traditional culture. Therefore, to not pay attention to the infiltration of traditional culture is completely wrong.

At last but not the least, the government and public policy also plays a key role in education. According to the new "compulsory education art curriculum standard" (Ministry of Education of the People's Republic of China, 2022) under the call of teachers should be more and more attention students core literacy cultivation, and traditional culture after thousands of years of inheritance and "take the essence, the dross" derivative, which contains the humanistic value for students' core literacy is also has a major influence.(Lei, 2019)

Research Methodology

The research must have an accurate finding and conclusion, which is only possible when adopting tools used for the survey and proper methodology execution. Mixed methodological tools will be applied, including qualitative and quantitative ones. For the quantitative methods, mainly survey

and questionnaires would be attributed and employed. Based on the survey, the quantitative conclusions will be drawn. The qualitative results will be attained from literatures so far. Also, in the research, content analysis was used for the qualitative method, and structural equation modeling was used for quantitative research. This research employs a quantitative research design and was supported by qualitative research design, which leads to trustworthy output and the result.

Research Results

Objective 1.

The research results reviewed the three objectives and questions raised by the paper at the beginning of this study. For the first objective, the result shows that primary school students' perception of traditional culture highly depends on the skills of teaching. The results showed that it is feasible to integrate traditional cultural knowledge into art teaching by copying teaching mode. However, depending on the teaching quality, the perception of knowledge and traditional cultural elements differ.

Objective 2.

The copying mode is mainly taken as an experiment in the field of art classes for the charm of art discipline not only comes from the beauty of artistry, but also comes from the profound cultural deposits behind its artistic works. The teaching of art course can not only provide students with many beauty and beauty knowledges, some students can also learn about other things through children's art teaching such as knowledge about natural, social and real life observation. It is likely that through proper direction, the methods may further help students so as to achieve the absorption of the truth and the sublimation of emotion, and even shape good in the students' learning spiritual culture.

On this basis of exploration, the study also shows that the use of replication teaching mode teaching can also subtly improve students' sense of national admiration in the process, improve students' comprehensive quality at the same time can stimulate students' warm feelings, has a good role in promoting the healthy growth of primary school students. Thanks to the fact that there are various forms of Chinese folk art, such as lacquer painting, printmaking, embroidery, clay sculpture, dough

sculpture, paper cutting, and so on, the classes can further expanded. Since the birth of these folk art is closely related to the improvement of human living standards and the sublimation of spiritual quality, which is the essence of the wisdom of many working people and craftsmen in China, the classes can also help students to develop multiple skills in future.

Objective 3.

For the exploration of strategies that will train teachers and enhance their professional skills in teaching traditional culture, there are several findings highlighted. Firstly, teachers can ask students to copy these excellent folk art works. By using the copy teaching mode, this part of folk art can be integrated into the teaching design, and the artistic charm of traditional culture can be truly felt through the concrete material cultural carrier. On this basis, teachers can also provide students with some copying practice activities according to the theme of traditional culture teaching, give students a platform to experience folk art and traditional culture, and truly walk into the study of traditional culture. For example, combined with the traditional Chinese festival Spring Festival, teachers hold a "window cutting competition" for students, so that students can feel the ingenuity and creativity of the paper-cutting art through the understanding of the paper-cutting art. And can also through the selection of paper-cutting patterns to explain the rich meaning, such as the use of carp patterns to represent the "more than every year" auspicious blessing. (Gao, 2018)

Secondly, new expressions can help students to become intrigued and motivated. Teachers usually make certain creations on the expression of the expression forms and techniques of the art works in the creative art, and this creative change is also a very good time for the implantation of traditional culture. In the teaching of academic techniques, teachers use the replication teaching mode to integrate the traditional culture, which can strengthen the students' understanding of the traditional culture, and deepen their memory of the traditional culture through the learning of the students' professional art techniques. For example in lingnan version of grade three art course "interesting ink game" (Guangdong bureau of education, 2012) in the course, teachers can copy the interpretation of Chinese ink painting to help students understand the traditional culture, through the copy teaching mode, understand the unique ink painting

tools, picture effect, form to show the traditional Chinese art of strong national personality.

Thirdly, teachers can also conduct interdisciplinary teaching and research with other disciplines, and conduct interdisciplinary project-based courses. For example, art and Chinese, comprehensive practice, after learning the traditional poetry, students choose their favorite art form, pottery, sculpture, calligraphy, painting, cloth art... way, take situational style and three-dimensional scene display, organic combination with campus culture layout, let students have a deeper understanding of traditional culture. (Yang, 2004) Experience in the way of immersion and living inheritance to continue the charm of traditional culture, so that more students can share the fruits of traditional culture, and deeply create a good atmosphere of paying attention to traditional culture and participating in cultural inheritance. In this way, students can feel the artistic charm of Chinese diversified traditional culture, and expand their art vision in the classroom teaching of children's art.

In summary, to effectively inherit the traditional culture, the first condition is to improve the teacher's traditional cultural literacy, and have a personal experience of the traditional culture and a certain high degree of ideological cognition. In the current era of deep combination of globalization culture, teachers should make clear the significance of the traditional culture implanted in children's art education, and focus on understanding the influence of traditional culture on the development of contemporary art education. (Wu, 2010) Other teachers should grasp the trend of global cultural development from the macro perspective, do not blindly follow suit, with China's traditional culture as the main teaching core, traditional culture in the field of contemporary art, using copy teaching mode to help students in the classroom creation with the unique charm of Chinese culture works of art. Only when teachers have a high accumulation of theoretical knowledge of traditional culture, can they impart the essence and unique artistic connotation of traditional culture to students, and promote their understanding of traditional culture.

Discussions

Through the study, the research has provided satisfied information about the teaching of Chinese traditional cultural in primary schools. However, there are some drawbacks and missing points in this research. Through a reflection of the theoretical framework and methodology for the study,

the role of schools has been neglected. Actually, schools should build an excellent campus culture based on traditional culture. Specific measures could be the integration of traditional cultural knowledge and the analysis of the calligraphy and painting of various famous ancient Chinese artists in the campus bulletin boards, the use of replicated teaching models, the use of new media for publicity and education, and the organisation of a series of activities in conjunction with traditional festivals. (Cui, 2020) Moreover, the campus culture should also incorporate general knowledge of Chinese studies and classical poetry, so that students can deeply feel the charm of traditional culture in a strong traditional culture learning atmosphere and deepen their knowledge of traditional culture to a wide extent and specificity. The integration of traditional Chinese culture into campus culture can break the limitations of art classroom teaching and raise students' understanding of traditional Chinese culture to a certain level.

Another part should be taken into the research's consideration is the role of parents. Traditional Chinese culture is the wisdom of the ancients, nurtured by thousands of years of Chinese history, and a cultural symbol of China's development through the ages. As time goes by, the question of how to pass on these figurative forms of traditional Chinese culture and how to apply them to art education with good results is one that is being widely discussed by art educators today. If parents are aware of the significance of traditional culture as much as the teachers do, the primary school students can benefit more from the classes as well as more aware of the learning Chinese traditional culture's necessity than the status quo.

At last, but not the least, the collaborations among the various parties, i.e., the teaching team, the school governors and parents are key to the success of Chinese traditional cultural education in primary schools. Since the primary school students are at a relatively young age, their studies are in need of assistance and repetition to ensure their absorption. For instance, the memorisation of the learnt contents, Chinese traditional musical instruments as an example, can not be strengthened unless the learnt objects and instruments are shown to the students in different and multiple scenarios, such as classroom, campus exhibition, museum tours, and so on. Only the cooperation between parents, teachers and school governors can enhance the efficiency of traditional Chinese cultural education as well as help the students to ensure the taught contents are well learnt by the students.

Conclusion

As mentioned in the text, the use of replicated teaching models in primary school art teaching into traditional Chinese culture for teachers can open up diversified teaching avenues for teachers, for students, it is able to enhance students' appreciation of art works and the excavation of the deep cultural heritage behind them as well as to enhance the cultural spirit and cohesion of primary school students.

Suggestions

However, in the replication teaching mode, the traditional culture needs to be protected and succeeded in a long run. Teachers are supposed to keep improving their own teaching skills and the other parties, such as school and parents are also responsible for building good campus culture and enhancing awareness of cultural protection. In long run, with the systematic instructions established, the collaboration between educators and parents will further help the primary school students to learn Chinese traditional culture.

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