

Research on the Revitalization and Inheritance of Traditional Chinese Cultural Elements in College Art Education

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Abstract: Under the wave of globalization, enhancing students' cultural confidence, improving their sense of national cultural identity and pride has become an urgent need for the development of the times. College art education shoulders the important mission of cultivating excellent traditional cultural heritage and innovative artistic talents, and is also a key link connecting and promoting excellent traditional culture. Traditional cultural elements are rooted in China's long history and rich aesthetic concepts. Integrating them into art education in universities can not only enrich teaching content but also innovate educational concepts, helping to enhance students' artistic cultivation and cultural identity. However, under the framework of modern education, how to integrate traditional Chinese cultural elements with art education and achieve revitalization and inheritance remains a daunting task. In view of this, this article explores the revitalization and inheritance path of traditional Chinese cultural elements in college art education, aiming to promote innovative development of art education.

Keywords: Chinese traditional cultural elements; College art education; Revitalize inheritance

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1. Introduction

As one of the carriers of cultural inheritance, art education plays an important role in shaping students' aesthetic concepts, activating innovative thinking, and enhancing cultural confidence. Chinese traditional cultural elements carry a profound historical heritage and unique aesthetic charm, and have extremely high value in the application of art education. They not only improve the quality of art education, but also enable students to appreciate the beauty of art and strengthen their sense of national cultural identity and pride. Therefore, based on the actual situation of art education in universities, this study explores the activation and inheritance of traditional Chinese cultural elements in art education, provides practical guidance for teachers, and opens up new avenues for innovative inheritance of traditional cultural elements.

2. The problems of traditional Chinese cultural elements in aesthetic education in universities

2.1. Single teaching method

At present, some universities' art education adopts a single teaching method, which cannot stimulate students' initiative and enthusiasm for learning, resulting in poor classroom experience and difficulty in understanding the essence of traditional Chinese culture. And some teachers still adhere to traditional theoretical teaching methods, lacking encouragement for students to actively explore cultural essence, resulting in unsatisfactory teaching effects. Although some universities have attempted to integrate traditional cultural elements into art education, they only focus on appreciating works and lack effective guidance in student creation, which reduces students' learning enthusiasm and hinders their in-depth exploration of knowledge ^[1].

2.2. Limitations of teaching content

In order to inherit excellent traditional culture, some universities have included it in their curriculum system, but lack professional textbooks. The existing course content mostly stays at the surface level of cultural introduction, unable to touch on the deep cultural connotations, and students cannot generate emotional resonance. And some traditional cultural content is outdated and disconnected from modern life, making it difficult to stimulate students' interest in learning. Teaching resources rely on books and lack exploration of artistic connotations and aesthetic values. Existing curriculum focuses on cultivating art skills, neglecting cultural appreciation and general education, making it difficult to comprehensively enhance students' humanistic literacy.

2.3. Weak practical link

In art education and teaching, it is urgent to strengthen practical activities to promote students' internalization of knowledge, but some universities lack practical teaching. Manifested as a deviation in understanding practical teaching and a lack of corresponding facilities, tools, and venues. Some teachers focus on cultivating students' art skills and only regard traditional cultural elements as creative materials, making it difficult to enhance students' innovation and creative transformation abilities. At the same time, some universities lack targeted development of practical resources and have not established cooperative relationships with local institutions, leading to difficulties in promoting practical courses.

2.4. Insufficient teaching staff

Traditional cultural elements are integrated into the reform of art education, and teachers play a key role. Their cultural literacy and knowledge reserves are directly related to teaching effectiveness and cultural integration application effectiveness. However, although some teachers possess professional skills and theoretical foundations, their understanding of traditional culture is shallow and cannot meet the needs of talent cultivation. This is manifested as teachers having a one-sided understanding of culture, only focusing on external aesthetic elements and neglecting cultural heritage, which invisibly limits students' creative space ^[2]. In addition, the existing structure of art teachers is single, lacking the introduction of talents from outside the school, and unable to lay the foundation for integrating traditional cultural elements into art education.

3. The revitalization and inheritance strategies of traditional Chinese cultural elements in college art education

3.1. Innovative educational methods, deep integration of essence

The essence of integrating traditional Chinese cultural elements into art education lies in continuous exploration

and innovative teaching methods. Art education is entering a stage of innovation and transformation, and innovative and creative teaching methods should be used to stimulate students' enthusiasm, encourage them to actively participate in the classroom, and enhance their sense of experience. For example, teachers can organize "copying ancient paintings" activities to encourage students to participate personally and try to copy classic works such as Song Dynasty landscape paintings and Ming and Qing Dynasty flower and bird paintings. Through activities, students can comprehend the exquisite brushwork and composition craftsmanship of ancient masters, and deepen their understanding and emotional resonance of traditional Chinese culture through interactive communication. At the same time, relying on the functions of information technology, we will innovate educational methods. For example, with the help of big data analysis, students' learning behaviors and interests can be analyzed to develop personalized learning plans that are suitable for them, making teaching more precise and targeted. By taking advantage of this, we can deepen the interaction between teachers and students and enhance the flexibility and effectiveness of teaching. We can also leverage the advantages of virtual reality technology and augmented reality technology to create a realistic virtual learning environment for students, allowing them to personally experience the charm of excellent traditional culture. In addition, leveraging the role of digital teaching platforms can add momentum to the inheritance of excellent traditional culture. For example, through online courses, electronic courses, multimedia resources, etc., students can learn and access excellent cultural materials anytime and anywhere, achieve self-directed learning and in-depth exploration, and broaden the depth and breadth of cultural inheritance. By adopting a series of measures and innovating teaching methods, we lay the foundation for the deep integration of art education and traditional cultural elements.

3.2. Expand teaching content and ignite creative sparks

To fully utilize the value of traditional cultural elements, universities should closely focus on the concept of art education, comprehensively consider the laws of students' physical and mental development, carefully select and integrate rich and colorful excellent traditional cultural elements, ensure that teaching content keeps pace with the times, and adapt to the trend of new curriculum reform^[3]. Therefore, universities should deeply explore the essence of traditional culture, develop distinctive script textbooks based on their advantages, and construct an art curriculum system that incorporates elements of Chinese traditional culture. Firstly, flexibly adjust the course structure and optimize the course settings. For example, universities can adjust the proportion of traditional Chinese culture in their curriculum appropriately, increase course modules, so that students can deeply perceive the charm of excellent traditional culture in their learning, understand the correlation between the two, stimulate their innovative thinking, and comprehensively improve their comprehensive quality. Secondly, actively explore the compatibility between excellent traditional culture and art education, integrate resources, and build a comprehensive database. For example, gathering rich resources through on-site inspections and data collection, building a comprehensive database, and providing support for art education; Cleverly integrating traditional cultural elements related to art education through technological means, establishing an electronic resource library, and injecting profound cultural connotations into art education; Explore local characteristic resources, develop art school-based textbooks with distinct local characteristics, integrate ethnic customs and regional features into the curriculum, and lay the foundation for curriculum implementation. In classroom teaching, teachers can incorporate vivid and specific cases to help students understand cultural connotations, enrich teaching content, and comprehensively enhance students' comprehensive literacy. Finally, teaching should keep up with the pace of the times and meet the needs of students. For example, teachers should deal with creative

interpretation and interpretation of content in teaching. Taking Paper Cuttings art teaching as an example, they should integrate homophonic, symbolic, borrowed form and other creative techniques into it to create works of art that meet the needs of the development of the times and have cultural essence. Through this form, broaden the teaching content and stimulate students' creative enthusiasm.

3.3. Cultivate teaching staff and enhance cultural literacy

As educational leaders, teachers' artistic and cultural literacy and cultivation play an important role in the quality and effectiveness of teaching. Therefore, the key to optimizing the quality of art education is to establish a "dual teacher" teaching team that is proficient in traditional culture, national spirit, and innovative. Firstly, attach importance to teacher training work ^[4]. For example, universities can regularly organize teachers to participate in training activities for studying Chinese classics and traditional arts; Inviting masters of traditional Chinese studies and experts in art appreciation to the school to hold special lectures, seminars, workshops, etc., to promote teachers' understanding of traditional cultural philosophy, aesthetic concepts, and artistic schools, consolidate their cultural heritage, improve teachers' artistic appreciation ability, and lay the foundation for teaching.

Secondly, teachers actively learn and explore diverse teaching resources. For example, teachers should have a correct understanding of the value of improving professional and cultural literacy, actively appreciate ancient cultural relics, copy classic calligraphy and painting works, enhance traditional skills, and regard museums, libraries, and intangible cultural protection units as living teaching units. By accumulating artistic heritage and inspiring creative inspiration through this method, more diverse traditional cultural teaching materials can be provided for the development of art education.

Finally, encourage teachers to research the integration of traditional culture and art education. For example, by integrating traditional cultural elements into teaching, a new model of art education that promotes national spirit should be promoted, high-quality teaching cases with demonstrative significance should be created, and teachers' cultural and artistic cultivation should be continuously improved. In teacher assessment and evaluation, traditional culture is regarded as an important part of teachers' professional development, and participation in traditional Chinese studies and artistic cultivation, as well as exploration of traditional culture teaching, are included in the assessment. Priority is given to professional title promotion and evaluation, which stimulates teachers' motivation to inherit and innovate traditional culture. Through training activities, teachers can become cultural inheritors and educational leaders, inspiring students' wisdom and shaping their character, allowing traditional culture to shine brightly in art education.

3.4. Strengthen practical teaching and promote in-depth exploration

The essence of art education is to guide students to go beyond textbook knowledge selection, perceive a colorful world through diverse social practices and profound cultural accumulation, comprehend rich life experiences, and enhance students' artistic attainments. Therefore, universities attach great importance to art practice education, guide students to step out of campus and enter the traditional cultural stage, and enhance their artistic literacy ^[5]. For example, teachers can organize on-site students, conduct research and investigation activities, guide students to enter museums, art galleries, historical and cultural districts, etc., and explore the traditional cultural essence contained in these places with an artistic perspective, including unique plastic arts, exquisite decorative patterns, and brilliant color combinations, so that students can integrate traditional cultural elements with modern aesthetic concepts in their creations, and activate the expressive power of traditional culture. Secondly, encourage students to actively participate in social practice. For example, organizing research activities on "art + intangible cultural heritage," guiding students to explore intangible cultural heritage

inheritance bases and handicraft studios, getting close to folk artists, and personally participating in practical experience to experience the unique charm and exquisite skills of intangible cultural heritage. Students use sketching, photography, documentaries, and other forms to observe and experience traditional techniques of endangered intangible cultural heritage, and spread the concept of intangible cultural heritage protection.

Finally, establish a platform for exchanging traditional culture and innovative thinking. For example, universities can regularly hold traditional cultural creative design competitions, ethnic art exhibitions, etc., encouraging students to draw inspiration from traditional patterns, classical poetry, folk legends, folk customs, etc., and combine modern aesthetics to create works with strong ethnic characteristics. A series of measures aim to activate cultural innovation awareness through the integration and innovation of tradition and modernity, making traditional cultural elements the source of artistic creation, and achieving the dynamic inheritance and innovative development of traditional culture.

4. Conclusion

In summary, in the current era of cultural diversity, universities should attach importance to the integration and inheritance of traditional Chinese cultural elements. Integrating traditional cultural elements with art education, innovating specific application methods in art teaching, to enhance students' cultural confidence, cultivate their comprehensive literacy, and broaden their creative thinking, laying the foundation for the inheritance and development of excellent traditional cultural elements. Therefore, universities need to innovate educational concepts and teaching methods, achieve harmonious coexistence between art education and excellent traditional cultural elements, deepen students' understanding of traditional culture, and provide guidance for art education reform and talent cultivation.

Disclosure statement

The author declares no conflict of interest.

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