

# *The practical path of unifying regional traditional culture and curriculum resources of applied colleges and universities*

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**Abstract:** Curriculum reform in applied colleges and universities needs to pay attention to curriculum resource development. The traditional art and design courses are no longer able to meet the diverse needs of students' backgrounds, abilities and potentials. Therefore new curriculum resources development is needed. At present, the curriculum training objectives of the unification of regional traditional culture and applied college curriculum resources are not clear enough and emphasize theory rather than practice. The current structure of curriculum resources is designed to focus on docking with society, but such training objectives are missing for the cultivation of intrinsic values. Therefore, the core point of transforming regional traditional cultural elements into the curriculum integration of applied colleges and universities is to improve the essence of curriculum resource integration. This paper summarizes the problems of the integration of regional traditional culture and applied college curriculum resources from analyzing the current situation of research, so as to propose the composition strategy of the integration of regional traditional culture and applied college curriculum resources, and tries to explore a practical path based on the integration of regional traditional culture and applied college curriculum resources.

## 1. Analysis of the current state of research

In recent years, more and more people have started to pay attention to the curriculum reform of applied colleges and universities. Especially about the openness of curriculum resources, Due to the practical characteristics of art and design courses, needs to strengthen the exploration of the integration of regional traditional culture and university curriculum resources, which will become an important part of the reform of art and design courses. For such a topic, both domestic and international have explored it to different degrees of efficiency. In the United States, emphasis has been placed on interdisciplinary education and the mutual promotion between art disciplines, as well as the intrinsic connection between art disciplines and other disciplines. And in New Zealand, arts education is integrated into one of the core school curricula, focusing on developing students' imagination, creativity and aesthetic skills, and is usually taught in four systems visual, performance,

design, and art history and theory. The most important feature of the integration of traditional arts and curriculum resources in Japan is that education manifests local characteristics, spreads local culture, and transmits regional traditions. They mainly aim to maintain the purity and originality of local traditional arts in their teaching in order to protect their uniqueness and cultural heritage. Through learning traditional arts, people can better understand and identify with Japanese cultural characteristics and humanistic connotations, cultivate national pride and cultural self-confidence, and thus enhance patriotic feelings.<sup>[1]</sup>

In China, from the indexed literature, the number of practical research papers on the integration of regional traditional culture and applied efficient curriculum resources is very limited, and there is a lack of articles studying the construction of curriculum resources in higher art colleges and universities and the influence of regional culture on the integration of general education curriculum resources. Scholars Wang Qian and Chen Dongyun's paper on curriculum development of Yao traditional culture symbolic teaching resources in the context of applied local undergraduate colleges and universities explores the research on curriculum development of Yao traditional culture symbolic resources in Nanling. Meanwhile, the problem of traditional folk art and culture facing extinction also highlights the importance of applied colleges and universities in integrating regional culture and curriculum resources. Curriculum resources in art colleges can provide a platform and skills support for the transmission of intangible heritage.<sup>[2]</sup> Generally speaking, there is insufficient investment in the integration of regional traditional culture and curriculum resources in applied colleges and universities, and the integration is not effective. As far as the integration of regional traditional culture and curriculum resources of applied colleges and universities is concerned, there is still a need to strengthen efforts in terms of systematization and comprehensiveness. Planning and design need to be further strengthened.

## **2. Problems in the unification of regional traditional culture and curriculum resources of applied colleges and universities**

### **2.1 Curriculum resources overemphasize the practical need to interface with society and neglect the importance of developing the intrinsic value of the curriculum.**

The current process of curriculum resource development focuses too much on the interface with society, such as orientation to vocational needs, economic development and other factors, and may weaken the role of curriculum resources in guiding core values if the cultivation of intrinsic values of the curriculum is neglected. Intrinsic value refers to the intrinsic value contained in the curriculum, not only in terms of knowledge and skills, but also in terms of humanistic qualities, moral and emotional, and ideological qualities. These values are not only an important part of the integration of regional culture and college curriculum resources, is also one of the important goals of art and design education.<sup>[3]</sup> The current curriculum design may overly pursue applicability and emphasize the practicality of knowledge, which may lead to neglecting the cultivation of students' thinking, creativity and critical thinking aspects, or neglecting the inheritance of the intrinsic values and core ideas of traditional culture. Therefore, when designing and implementing regional traditional culture and applied college curriculum resources, there is a need to balance practicality and intrinsic value, and focus on the cultivation of the inherent ideas and core values of the curriculum. The curriculum should be designed to enable students to not only master practical knowledge and skills, but also to cultivate their understanding and appreciation of the inherent cultural values of the curriculum, as well as to develop students' critical and creative thinking, to improve overall quality and cultural literacy.

## **2.2 The combination of regional traditional culture and the curriculum objectives of applied colleges is not strong**

As a course of cultural inheritance and succession, regional traditional culture plays an important role. Its objectives focus on the learning and understanding of traditional culture, while the objectives of applied college courses focus more on practical application and skill cultivation, and there is a lack of coordination and integration between the two objectives. Coupled with the fact that the course content fails to explore cultural resources with local characteristics in depth, which leads to insufficient integration with the cultivation objectives of our curriculum, and the curriculum is set up with too long teaching hours for theoretical classes and too short hours for practical classes, and the frequency of field trips is not high enough to achieve the teaching objectives. The existing curriculum resources pay too much attention to the quantity and commercial value of knowledge, which leads to students' excavation of the characteristics of regional cultural elements Not deep enough, utilitarian purposes are too clear, and the impact of hidden curriculum resources on students will be missing in the long run. The integration of regional cultural resources into the professional knowledge of the accompanying studies is not strong enough, that is, the implicit resources do not have a good impact on the physical and mental development of students, coupled with the singularity of the teaching form, there are also difficulties in stimulating students' interest in the traditional teaching process, and it is difficult for students to feel the connection between the objectives of the course and the overall nature of learning, resulting in low interest in learning and learning results, and it is difficult to judge the learning results of students in class. It is difficult to judge students' learning outcomes in class, and the assessment method is too single and inflexible for students, which makes it difficult to achieve the expected goals.<sup>[4]</sup>

## **2.3 Insufficient investment in the integration of curriculum resources**

Intangible heritage with regional cultural characteristics in many places requires the participation of local governments to achieve effective protection and inheritance. In the process of curriculum resource integration, the lack of human, material and financial resources may lead to incomplete and in depth integration of resources. The design and implementation of course contents lack sufficient support and guarantee, which may lead to the failure to guarantee the quality of the courses, thus affecting the improvement of educational teaching effects.<sup>[5]</sup> Using the rich educational resources of art colleges to achieve integrated development and talent training of general education courses in art colleges is a good path. The integration of course resources is carried out by forming a special team, including professionals, subject experts, educational scholars and industry representatives, to ensure the comprehensive integration and rational use of course resources. It also covers the positive action of seeking resource input and support from various parties. This includes government, enterprises, social groups, etc. Existing channels such as educational foundations and research funds can also be used to obtain financial support. The colleges and universities should actively cooperate with local enterprises, handicraft workshops and other related parties through project cooperation, industry-university-research alliance, etc and integrate the curriculum resources for regional traditional culture and applied universities, jointly promoting the high-quality construction of curriculum system.

## **3. The composition strategy of regional traditional culture curriculum resources integration**

### **3.1 Integrating curriculum resources with regional culture**

The first step is to perform knowledge integration, which requires first determining the appropriate entry point for knowledge integration. This can be achieved by selecting appropriate course knowledge according to the type of specialization of the developed course, the actual

professional ability and knowledge acceptance of the students. At the same time, it is necessary to select suitable traditional art forms for different professional types, divide these regional traditional art knowledge into different modules, and integrate them into the corresponding curriculum elements to meet the needs of relevant professional skills and form a new professional knowledge system. Second, horizontal knowledge integration is needed. Many regional traditional intangible cultural crafts are in need of practice and theory that are interrelated and mutually reinforcing, rather than existing in isolation. Therefore, the process of integrating relevant knowledge within the discipline not only strengthens students' professional ability, but also helps broaden the scope of disciplinary knowledge, laying a solid foundation for the construction of their own comprehensive knowledge system, while providing a broad platform for the inheritance of traditional arts. Thirdly, a vertical knowledge system construction is needed. In other words, in the process of integrating knowledge for regional traditional culture and art, the colleges and universities should avoid rigid application, but should further expand the knowledge system vertically on the basis of horizontal knowledge integration, and construct the overall framework of professional knowledge, so as to provide basic support for the in-depth inheritance of traditional regional culture and art and the overall improvement of contemporary art education.

The second is to carry out the integration of experiences. Learning experiences emphasize learner-learning interactions and learner initiative and motivation, and are also influenced by individual differences and cultural influences. In the teaching and learning process in art schools, students master course content and pass it on by creating a network of relationships between knowledge, learning competencies, and experiences. Integration of experiences includes vertical, three-dimensional and horizontal integration of experiences and requires training students in professional skills and giving them the opportunity to repeat and extend these skills. At the same time, students need to connect learning experiences to other knowledge and apply them to practice. Teachers need to take into account the individual differences of each student, as they differ in terms of experience and age. Therefore, teachers need to assist students in integrating new experiences and knowledge with their existing body of knowledge and experience so that they can better apply the new knowledge when solving problems.

Finally, the integration of values can be divided into two levels: to promote the integration of students' personal values, and to integrate the value of curriculum resources to make them more useful for students' personal development. Firstly, to promote the integration of personal values means that through the development of the curriculum and the guidance of the educational process, students can improve themselves comprehensively in terms of knowledge, skills and experience, so as to promote the integration of personal values. Such value integration requires colleges and universities to give full play to the role of explicit curriculum resources, to develop high-quality teaching contents and teaching methods, to improve students' comprehensive quality and ability, so that students can fully realize and give full play to their own potential and maximize their own value. Second, to achieve comprehensive student development and growth. The integration of explicit and implicit curricular resources can help students better understand and integrate into society and culture, while developing their individual traits and values. For example, by teaching professional knowledge through explicit courses, students are guided to perceive and experience the humanistic connotations of implicit courses, such as dedication and responsibility, in practice, to form a healthy personality and a correct outlook on life. Therefore, integrating explicit and implicit courses can not only improve the quality of education, but also make education more in line with people's needs and expectations. It has good practical significance.

### **3.2 Change in practice teaching mechanism**

The main way to cultivate applied art talents is practical teaching. Needs to enhance the effectiveness of practical teaching through a series of changes in teaching mechanisms, and because regional traditional culture has a unique form of knowledge and a special value system, it needs to

be learned and inherited in a specific learning way. The establishment of this learning mechanism of local cultural heritage helps students to grasp relevant knowledge comprehensively while laying a solid foundation for their future artistic creation and opening up their minds and horizons. First, more practical training courses in regional traditional culture and master teacher studio mechanisms can be developed. These measures aim to make up for the deficiencies in the comprehensive quality structure of applied art talents, improve students' comprehensive quality and ability, and make applied art talents better adapt to the diversified and modernized development of society. Strengthening the teaching of practical courses is an important way to cultivate applied art and design talents. It is necessary to strengthen the practical education link and to conduct practical teaching through social practice activities and thematic practice activities. Practical training courses, on the other hand, can make up for the deficiencies of the dysfunctional comprehensive quality structure of applied art talents, so that applied art talents do not have the trouble of not adapting to society when they are employed. The master teacher studio mechanism, on the other hand, can improve the comprehensive quality and ability of students and help them better adapt to the diversified development of modern society. Through these measures, excellent art talents with practical skills who can adapt to market demand and make positive contributions to society and the economy can be successfully cultivated.

Secondly, we should focus on developing students' perception, thinking and expression skills is also a very important part of the process of curriculum integration. This requires attention not only to the presentation of course content, but also to the students' ability to understand and apply this content. Therefore, when integrating curriculum resources, there is a need to focus on a dual grasp of auditory and visual resources. In order to better stimulate students' sensory experiences and thinking skills, education and teaching need to provide diverse ways of expression. So that students can better express their ideas and creativity, and transform what they have learned into practical skills, and at the same time help students to perceive information and gradually integrate it into their own knowledge system so as to improve their perceptual skills, especially for the unique charm that regional traditional culture has, a good sensibility becomes very important. At the same time, the learning of regional traditional art requires analysis and learning through artistic thinking, and it is very important to stimulate students' imagination and creativity and cultivate their pioneering spirit. Because regional traditional culture curriculum resources are a form of knowledge rich in diversity and without clear right or wrong, it requires students to create various forms and contents by transforming their thinking about the elements of regional traditional culture. This approach to learning focuses on stimulating students' imagination and creativity, which not only helps them understand the content more deeply, but also stimulates their interest and enthusiasm for learning. At the same time, exploration and creativity are important ways to develop independent thinking and problem-solving skills that will be useful in their future careers. Finally, in order to improve students' ability to grasp the comprehensive insights of artistic perception, thinking and creation, students need to use multi-level and multi-state composite forms of expression to demonstrate individual perceptions and creative thinking about regional traditional culture and art. Such a composite expression can deepen students' understanding of what they have learned and stimulate their creativity and inquisitiveness at the same time.

### **3.3 Constructing scientific and effective evaluation methods**

When evaluating regional traditional art curriculum resources, the evaluator should focus on objectivity; the evaluation should be based on objective facts and should not be influenced by subjective values and personal wishes. The purpose of evaluation is to understand the quality and effectiveness of curriculum resources in order to further improve the quality of teaching and learning and to promote the overall development of students. Therefore, when conducting the evaluation, several aspects should be considered, including the rationality of the course content, the applicability of teaching methods, and the assessment of students' learning effects, etc. so as to

arrive at an objective, comprehensive and accurate evaluation conclusion. The following aspects should be considered for the evaluation of regional traditional culture and curriculum resources of applied colleges and universities.

First, we should clarify the purpose and criteria of evaluation. The purpose of evaluation should be clear, which is to check whether the course resources meet the needs of regional traditional culture and the development of applied college curriculum. It is also necessary to set reasonable evaluation criteria, so that quantitative and comprehensive assessment can be made. The evaluation criteria should take into account the design, content, teaching methods, and teaching results of the course resources.

Second, we should adopt a diversified evaluation method. To better enhance the quality and effectiveness of regional traditional art course resources. Evaluation methods should be diversified. Diversification of evaluation methods and selection based on evaluation purposes and criteria is very important. Evaluators can use a combination of quantitative and qualitative evaluation to assess the quality and effectiveness of course resources in order to better identify problems and causes. Common evaluation methods include a variety of approaches such as questionnaires, interviews, observation and practice, which can be selected according to the evaluation purpose and criteria to meet different needs. This results in accurate evaluation results. Evaluation results are not just a number or a rating, but more importantly, they can provide effective references for the improvement of curriculum resources. Choosing different evaluation methods can better reflect the strengths and weaknesses of the curriculum resources, and such evaluation methods also help identify problems and shortcomings in the curriculum and provide directions and suggestions for further improvement and refinement, thus continuously improving the quality and effectiveness of regional traditional art curriculum resources.

Third, feedback from students and faculty should be collected on an ongoing basis so that evaluation methods can be continuously improved. Evaluation results should also be used to guide curriculum improvement, so that the curriculum can be made more relevant and adaptable. At the same time, the evaluation results should have a practical effect, i.e., the evaluation should help improve the quality and effectiveness of the course resources. It provides practical help for the development of regional traditional culture and applied university programs. The evaluation indicators and criteria should also be operational, in order to be able to provide concrete guidance and suggestions for curriculum development and improvement.

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