

Reform of Fine Arts Education and Development of Curriculum Resources Based on National Culture

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ABSTRACT. The education of Chinese national fine arts bears the tradition of inheriting the national history and cultural spirit and faces many challenges in the artistic thinking in the new era. Art education is a kind of social activity that relies on art culture knowledge to cultivate people. It is a necessary means to spread and inherit art culture knowledge and a form of cultural existence. In order to speed up the modernization process of our country, inherit, improve, carry forward and develop the cultural and artistic essence of all ethnic groups in China, art education has become one of the indispensable basic work for training trans-century talents. To some extent, each ethnic region retains its own regional characteristics of its own culture. The culture of each ethnic group is often the concentrated embodiment of the character, emotion, morality, aesthetic point of view, artistic interest and living habits of each ethnic group. The development of national culture as an art curriculum resource has rich cultural sense, profound cultural connotation, diverse creative techniques, wide application range, strong operability, strong local and national characteristics.

KEYWORDS: National culture, Art education, Curriculum resources

1. Introduction

The education of Chinese national fine arts bears the tradition of inheriting the national history and cultural spirit and faces many challenges in the artistic thinking in the new era. Human society has entered the 21st century. With the rapid development of science and technology and economy, the emergence of the Internet and electronic media, the era of globalization has come. In the general trend of globalization, it is most likely to produce the same behaviour pattern, which leads to the proliferation of strong culture and cultural hegemony in culture [1]. In the new round of basic curriculum reform in our country, new concepts such as the emphasis on national culture and art education, the development and utilization of local curriculum and school-based curriculum educational resources will add new vitality and opportunities to our art education [2]. In order to speed up the modernization process of our country, inherit, improve, carry forward and develop the cultural and artistic essence of all ethnic groups in China, art education has become one of the indispensable basic work for training trans-century talents [3]. The current situation of the national culture problem is very serious, especially the national culture of our country has been deeply involved in the process of globalization with modernization as its foundation, and is facing the danger of being submerged by the historical process of modernization without mercy [4]. Each ethnic area retains its own regional characteristics of the ethnic culture to varying degrees, and the culture of each ethnic group is often a concentrated expression of the personality, emotion, morality, aesthetic viewpoint, artistic interest, and living habits of each ethnic group [5]. Under the impact of the economic tide and modern culture, national culture is faced with root causes. The integration of national culture and national culture into education is a major issue.

2. The Influence of Minority Culture in Art Education

The diversity of regional ethnic cultures greatly enriches our vision. Through the comprehensive introduction of ethnic cultures by classroom teachers and visits to local cultural museums and exhibitions of historical relics, students can deeply understand the folk arts and cultural environment of different regions and nationalities and improve their artistic accomplishment. Any art cannot be separated from its own national cultural spirit. In the process of historical development, the Chinese people have created their own national culture, leaving us with very rich precious spiritual and material wealth, which is our inexhaustible food. The vast number of teachers will actively participate in the development of ethnic culture curriculum resources, and various forms of ethnic culture local curriculum and school-based curriculum will be applied in art classroom teaching, which not only exploit and utilize the traditional folk culture and art education resources, but also fill the vacancy of ethnic culture in basic education [6]. The artist's pursuit of the national traditional cultural spirit is in essence an attempt to make his artistic creation show the integration of the

national cultural tradition and modern thinking in the new era, which is the potential national cultural vitality in the national spirit. Each ethnic minority region still retains its own regional characteristics of its own culture to varying degrees. The culture of each ethnic group is often a concentrated expression of each ethnic group's character, emotion, morality, aesthetic views, artistic tastes and living habits, which is reflected in the work of art education and shows an influence that cannot be ignored.

Under the impact of the modern tide, we cannot completely lose our nation's excellent culture, and we cannot fail to carry forward the content of national traditional culture and national traditional spirit in our education. In the west, protection and rescue of national culture have long been started, and the contents of national culture education have been added to school education. In the new basic curriculum reform plan, the important concept of curriculum resources is put forward, and part of the curriculum decision-making power that was too centralized in the original country is allocated to local and schools to participate in curriculum development, forming a curriculum structure composed of national curriculum, local curriculum and school curriculum in parallel. This will provide a policy basis for national culture to become a curriculum resource for art education. The education of national culture can not only make students have deep feelings and heartfelt love for their traditional art and culture, but also have a positive impact on the excavation, collation and inheritance of future regional national culture [7]. In the education of national fine arts, the creative soul of modern people can follow a spiritual path provided by Chinese culture, search for the deep soul of human civilization in various historical periods, and create new artistic forms rich in life through the root of artistic charm for thousands of years and following the progress of the times. Art education attaches great importance to the arrangement, excavation and inheritance of the local traditional culture, which enhances the connotation and taste of art education. This is not only the need for the development of art education, but also the need for the construction and development of local culture.

3. Ethnic Art Education and Exploitation of Ethnic Cultural Education Resources

With the development of ethnic assimilation, although there are different ethnic groups coexisting in a region, the original characteristics of these ethnic groups are gradually fading, and the regional characteristics of residents have gradually become stronger than the ethnic characteristics. Art teaching materials mainly focus on appreciation teaching in the ethnic culture teaching section, while ignoring the importance of students' hands-on. National cultural awareness is people's understanding or view of national cultural problems and phenomena. It includes basic concepts, judgments and reasoning of national culture. These understandings and ideas determine people's basic attitude, value orientation and behaviour norms in observing and treating national cultural issues [8]. Culture is the product of historical development and the precipitation of history, but it is inappropriate to summarize a nation's cultural characteristics only by its historical achievements. National culture serves the ordinary life of the people and has been circulated among the people for a long time. It is an art created by the people for themselves, reflecting the people's hopes and demands, and the people's fashion and local characteristics. In ethnic art education, guiding students to participate in the inheritance and exchange of ethnic culture is the value orientation of ethnic art education, which is conducive to strengthening the understanding of the traditional historical and cultural spirit and enhancing the extensive and far-reaching influence of art on social life.

The purpose of art education is not only to enable students to have certain aesthetic ability, but also to stimulate their creative inspiration and discover and cultivate artistic talents. Art education in ethnic minority areas should not only stop at the nationalization stage of learning content, but also find outstanding talents and guide them to combine forerunner consciousness, materials and techniques to create good works. In today's reform and opening up, under the impact of eastern and western cultures, and in the increasingly diversified social life of artistic creation, people and the outside world promote each other. Understanding the feelings and values of the majority of folk artists and edifying their feelings with national culture will help students form a correct outlook on life and values, help students to develop a methodical and hands-on working habit and courage to overcome difficulties. Almost all regional ethnic groups can trace back their blood ties, but what causes the ethnic groups to have common language, common economic life and common psychological quality is mainly close social relations, close economic, political and cultural exchanges and exchanges. When collecting civilized achievements representing a certain national cultural level and characteristics in art education, attention should be paid to selecting as many parts as possible that can be distinguished from other nationalities, mainly those parts that can best embody their spiritual essence and personality.

4. Conclusion

National culture is the life of a nation. The spiritual achievements of a nation, such as its religious belief, value system and cultural tradition, are the longest. The recognition of these concepts, values and traditions is the fundamental reason why a nation becomes a nation. National cultural consciousness is people's understanding or view of national cultural problems and phenomena, which includes the basic concept, judgment and reasoning of national culture. These

understandings and ideas determine people's basic attitude, value orientation and behaviour norms in observing and treating national cultural issues. In order to meet the comprehensive quality requirements of talents in the new era, it is of great and far-reaching significance to attach importance to the national characteristics in art education, and actively strengthen the education of national culture in teaching contents, expression forms and creative ideas, so as to improve the teaching quality and promote the national culture. A nation creates its own culture, which is inherited, discovered and continued by the nation. When collecting civilized achievements representing a certain national cultural level and characteristics in art education, attention should be paid to selecting as many parts as possible that can be distinguished from other nationalities. Integrating national culture into the curriculum resources of art education is not only the need for the development of art education, but also the need for the construction and development of local culture.

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