

Research on the Integration of Excellent Traditional Culture into Art and Design Teaching in Higher Educational Institutions



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Abstract: In the current era of globalization, the tradition and development of excellent traditional culture, as a treasure of national spirit, are being paid more and more attention to as well. The research of adding excellent traditional culture into the teaching content of art design in higher institutions of higher education aims to train professionals with an international perspective who also know the local traditional cultural heritage. In this study, through the establishment of teaching strategies, the construction of teaching team, the reform of the evaluation system, and the implementation of path and safeguard measures, the organic integration of traditional cultural elements and modern design concepts is realized, to improve the cultural quality of students and enhance their design innovation ability, promote the creative transformational and innovative development of traditional culture, provide new vitality for the art and design education in higher education, and create high-level design talents in the new era as to also provide new opportunities for the inheritance and development of traditional culture in the new era and traditional culture in the new era of inheritance and promotion of new impetus.

Keywords: traditional culture, higher education, art design, teaching research

1. Introduction

In today's multicultural integration of global culture, the inheritance and promotion of excellent traditional culture has been given a more important mission of the era. Higher education, as one of the important fields of cultural inheritance and innovation, integrating excellent traditional culture into the art design education system is not only a respect to a traditional cultural culture, but also an important approach to training art and design talents with cultural self-awareness and innovation ability. Therefore, it is important to explore innovative teaching strategies and evaluation methods to actively stimulate students' cultural identity and design inspiration, and open up a new situation for the modern inheritance and innovative development of traditional culture.

2. The Analysis Between the Outline of Excellent Traditional Culture and the Art & Design Education

2.1 Core elements of excellent traditional culture

Inherit the profound and excellent traditional

culture as the Chinese nation thousands of years of civilization history of the treasure, not only carries a deep historical significance, but also contains a wealth of philosophical ideologies, exquisite artistic skills, techniques, aesthetics, etc. included in them. Philosophical ideology in terms of Confucianism representatives and the main philosophical ideology of benevolence, propriety and righteousness, Taoism representatives and the main philosophical ideology of govern by non-action, Buddhism representatives and the main philosophical ideology of compassion, etc., are the collection of the wisdom of the Chinese nation, which profoundly affects the Chinese people's perspective of the world, values of life, and provides a wealth of ideas and inspirational enlightenment for the design of the arts. By applying these philosophical ideas behind art design, not only can the works be given a profound cultural connotation and humanistic feelings, but also can guide designers to pursue a high level of spiritual pursuit and artistic value in the process of creation. In terms of art techniques, the Chinese people have a rich history of art practice and have created countless art treasures, such as calligraphy, painting, sculpture, ceramics, embroidery, etc., which, while demonstrating the

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creativity and wisdom of the Chinese people, provide rich materials and expressive methods for art design. In terms of craft aesthetics, the Chinese people always seek the balanced beauty of "the unity of heaven and humanity", and pursue the harmonious symbiosis between nature and human beings, and applying this viewpoint in aesthetic design can help to design works that not only conform to the modern aesthetics, but also fully reflect the characteristics of the history and culture (Zheng & Li, 2025).

2.2 The correlation between excellent traditional culture and art & design education

There is a close and far-reaching correlation between excellent art traditional culture and art design education. On the one hand, excellent traditional culture is the inspiration source and cultural foundation of design education, and it is an effective way to train students' esthetic concepts, innovative thinking and humanistic literacy. On the other hand, traditional culture is the storage of students' education, and the integration of excellent traditional culture in art & design education provides rich artistic design materials and inspiration. Whether it is the traditional pattern, colour matching, or unique technology and art style, can inject new vitality and innovation into modern art design. In addition, the integration of the three elements in the design is not only a powerful expression of the cultural heritage and national cultural attributes of the work, but also increases the artistic influence and market competitiveness of the work. Secondly, learning and practicing excellent traditional culture is also an important method to cultivate students' humanistic literacy and innovative thinking. Through learning traditional culture, students can deeply understand the history and cultural traditions of the Chinese nation and enhance cultural self-confidence and cultural identity (Zhang, 2024a).

3. The Establishment of Strategies for the Integration of Excellent Traditional Culture into the Teaching of Art and Design in Higher Education

3.1 Program design strategy

For the combination of excellent traditional culture in the arts and design teaching strategies in higher education, it is necessary to focus on the program design strategy. In order to achieve the effective promotion of this combination, a series of detailed and focused countermeasures need to be taken. Specifically, the first thing is to pay attention to modularization and interdisciplinary integration. On the one hand, we can establish a set of module systems with traditional culture as the theme, and systematically combine the traditional culture elements into the various course modules of art and design majors. On the other hand, it is to strengthen interdisciplinary cooperation, combining history,

literature, folklore, etc. with art and design, and designing interdisciplinary courses, so that students in the process of learning art and design can have a more in-depth understanding of the historical background, cultural connotation and social value of traditional culture. In addition, there should be practical and experiential requirements for course design. By organizing students to go on activities such as field trips and cultural excursions, students can feel the charm of traditional culture and experience its unique beauty value in close contact. For example, students are organized to go to traditional handicraft villages to get close to the makers of traditional handicrafts and understand the unique and exquisite traditional skills. On this premise, teachers guide students to combine the traditional cultural elements they have learned into their design practice, cultivating students' innovative creativity and practical application ability. In addition, through successful case studies, for example, the art design course of a higher education liberal arts class offers a module class on traditional Chinese culture, so that students can deeply understand the value of the aesthetics of traditional colour based on mastering the historical origin and cultural connotation of traditional Chinese colour as well as its application in modern design. At the same time, the design course structure motivates students to do hands-on practice and carry out learning and creation in related fields of design. The success of this case is that it not only enhances students' knowledge of traditional culture, but also realizes the wonderful combination of traditional culture and modern design based on stimulating students' imagination (Zhang, 2024b).

3.2 Teaching methods and instruments innovation

In the process of developing the strategy of integrating the excellent traditional culture into the teaching of art design in higher education, the teaching methods and means are also crucial. To create a good educational effect, a series of innovative teaching methods and measures are needed to inspire students' learning enthusiasm and creativity. Project-based learning teaching method can be introduced. Through design projects related to traditional culture, students will have the opportunity to understand the real connotations and characteristics of traditional culture in order to solve practical problems. For example, in the theme "traditional village protection and regeneration design", students conduct field trips, data collection, design concepts and implementation methods to learn to attract proposals. This teaching method can not only improve students' practical ability and teamwork ability, but also cultivate students' sense of social responsibility and cultural protection level. Moreover, modern information technology methods, such as virtual reality VR, augmented reality AR, etc.,

are used to create an immersive learning experience for students. Through virtual traditional cultural scenes, students can feel the charm of traditional culture as if they were placed in the river of history. For example, a "Chinese traditional craft experience platform" based on VR technology can be developed, allowing students to learn the production process of traditional crafts in a virtual environment, and feel the exquisite and unique traditional skills. This teaching method can circumvent the limitations of time and space and provide students with richer and more intuitive learning resources. In addition, we can refer to the mode of "flipped teaching" to move the traditional classroom teaching to the outside of the classroom, and the teaching time in the classroom is mainly used for discussion, communication, creation and so on. For example, in the traditional Chinese pattern design class, we can record videos about the history, cultural connotation and design method of traditional patterns for students to learn independently in advance, and then organize group discussion and creative practice in the classroom, and at the same time, encourage students to incorporate the traditional cultural elements into their design works. This teaching mode can enhance students' independent learning ability and creative spirit, and encourage students to have mutual thinking encounters and mutual inspiration. Only through the introduction of project learning, the use of modern information technology, drawing on "flipped classroom" and other innovative teaching methods and means, can we more effectively make excellent traditional cultural education into the art design in higher education, better motivate the students' interest in learning and creativity, and train more art design talents with strong cultural heritage and innovation ability (Zhang, 2024c).

3.3 Teacher team establishment

In the development of the integrated strategy of excellent traditional culture into the teaching of art design in higher education, the development of teachers is a critical part, which is directly related to the quality and effect of teaching. In order to cultivate a team of teachers with deep cultural heritage and art design teaching ability, it is necessary to take certain measures that are effective and practical. At the institution, lectures, seminars and workshops on traditional culture are regularly organized, and famous scholars, artists and non-hereditary inheritors are invited to teach in-depth interpretation of traditional culture, so as to expand the teachers' knowledge and understanding of traditional culture. Similarly, teachers are also encouraged to conduct independent study and research on aspects related to traditional culture, and then develop the study content into their teaching design to enrich the content and form of teaching. For example, the School of Art and Design of a

university organizes a series of lectures on "Traditional Culture and Art and Design" from regular periods, invites masters of Chinese calligraphy and seal carving to give lectures, and also invites cultural scholars and national non-genetic inheritors to come to the school to let students feel the charm of traditional culture. Moreover, we have established a practice base for teachers. Based on the traditional culture Internet cooperation with traditional culture-related enterprises and institutions, museums, art galleries, etc., as teachers' practice bases, to provide teachers with field trips, learning and practice conditions. Through the planning, design and implementation of traditional culture programs, teachers can understand the social application value of traditional culture and enhance the strength of teaching practice. For example, a university cooperates with a local museum to establish a "traditional culture and art design practice base", where teachers participate in the planning and design of museum exhibitions to cultivate a sense of humanistic care. Strengthen teachers' academic exchanges and cooperation. Teachers participate in relevant academic conferences, seminars and exhibitions at domestic and international levels to exchange teaching experience and research results. Through the introduction of teachers' internationalization in the teaching of art and design in higher education, to understand the latest concepts and design methods in teaching, to achieve the enhancement of teachers' international perspective and innovation ability. Establish a mechanism of cooperation among teachers to jointly develop and research teaching materials and teaching resources, courses, and form a multi-person integrated teaching mode. Measures such as increasing traditional culture training and cultural activities, establishing teachers' practice bases, and increasing academic communication and cooperation among teachers can effectively improve the cultural cultivation and professional ability of the teaching faculty of art design in higher education, which will provide a strong guarantee of talents for the integration of excellent traditional culture into art design teaching (Feng, 2021).

3.4 Evaluation system reformation

For the excellent traditional culture into the art design teaching strategy in higher education, the reform of the evaluation mechanism is an indispensable part, only with the help of a more professional, comprehensive and motivational evaluation mechanism, the evaluation of the whole process of education can be effectively achieved. Therefore, a series of detailed and focused countermeasures need to be taken. First of all, we need to diversify the evaluation mechanism and set up a platform to evaluate the comprehensive ability of students in all aspects. In addition to the

evaluation of works and final examination results, it is also necessary to increase classroom participation, teamwork, innovation, cultural literacy and other diversified scoring projects. For example, the establishment of a professional "Traditional Cultural Elements Application Award" encourages students to combine traditional cultural elements into their works, taking into account the cultural aspects, creativity and practicality of the works, to encourage students to take the initiative to explore the value of the work. On the other hand, the evaluation system should also focus on process evaluation. This evaluation is especially required to cover the students' lectures during the semester. For example, according to the students' performance in course discussions, classwork records, the extent of participation in practical projects, etc., the semester learning process of a student is summarized as well as the stage of learning. There was one art and design institution in the past that adopted a learning profile evaluation system in which each student had a learning profile of the student to record the small progress and achievements of the student in the learning process, which served as a basis for the teacher to evaluate the student. It must also evaluate the implementation factors through a third-party organization to ensure that the final evaluation is reasonable. For this kind of evaluation, industry experts and enterprise representatives can be invited to act as external evaluation subjects to professionally evaluate students' design works and offer their valuable opinions and suggestions. This can not only provide students with more comprehensive feedback, but also help students better understand the market demand and the future development of the industry, and prepare for future career development. The last type of evaluation system requires the establishment of a feedback mechanism, where evaluation results and suggestions for improvement are provided to students and teachers on a timely basis. Through regular evaluation feedback meetings and individual conversations, students and teachers are provided with feedback and conclusions on evaluation, so that students and teachers can have an understanding of the process and results of their evaluations and make clear the direction and goal of improvement. For example, in one university, an "evaluation feedback cloud platform" has been developed so that students and teachers can see the evaluation results and feedback, communicate and discuss them on the platform, and work together to develop improvement plans.

4. Implementation Approach and Support Measures

4.1 Implementation approach

In order to better achieve the integration of excellent traditional culture in art and design

teaching in higher education, the strategic measures should be as detailed and operational as possible, so as to ensure that all aspects are realized and effective as expected. Clarify the teaching objectives and targeting, the teaching direction and field should be standardized, and the excellent traditional culture should be listed as an important part and component of the progress of teaching content. Teaching plans and outlines should be formulated in detail, and the contents and requirements of teaching at different stages should be determined to ensure that students systematically master the knowledge of excellent traditional culture. Developing training programs and strengthening the conditions of teaching resources. For example, a higher education school of art and design has specially added a module on "traditional culture and art design" to the teaching plan, which covers traditional patterns, colours, crafts and other aspects, aiming at cultivating students' knowledge of the cultural background and cultural literacy, the connection between cultural analysis and design thinking, as well as the guidance of its application. Strengthen the establishment of teaching resources, including teaching materials, teaching aids and practical training bases. Experts can be organized to write art and design teaching materials with traditional cultural characteristics, develop rich and diversified teaching courseware and teaching aids, and establish cooperative relationships with enterprises and institutions related to traditional culture to provide students with internship and practical training bases. The construction of resource conditions will provide the prerequisite and support for the integration of excellent traditional culture into art and design teaching. At the same time, teaching mode innovation is promoted. Teachers are encouraged to adopt project-based learning and flipped classrooms to stimulate students' learning interests and creativity. By guiding students to participate in the planning, design and implementation of traditional cultural projects, etc., students can better understand and apply traditional cultural knowledge in depth in practice. It can take the example of a college's art and design school, which organized students to carry out a traditional village protection and regeneration design project. The students went into the village, conducted research, and then through the traditional culture-related knowledge they learned, put forward several innovative design solutions to protect the cultural heritage of traditional villages, but also to promote the sustainable development of villages. Finally, strengthen inter-school cooperation and exchange. Through academic seminars, workshops and other activities, a platform is set up to promote cooperation and communication between different higher education institutions, and explore together the effective path for better integration of excellent

traditional culture into art design teaching, a means that will be conducive to the sharing of resources, learning from each other, and improving together (Li et al., 2021).

4.2 Support measures

In the implementation path of introducing excellent traditional culture in art design teaching in higher education, support measures are also very important. In order to ensure the effectiveness and sustainability of the implementation process of this integrated program, it should be cut from multiple perspectives such as system construction, teacher training, financial support and evaluation mechanism. First of all, system construction is the foundation of everything, higher education institutions should introduce relevant policy documents in this regard, to clarify the status and requirements of excellent traditional culture in art and design teaching, providing a strong support system for educational and teaching activities. For example, a university has issued the "Excellent Traditional Culture into Art Design Teaching Management Measures", which regulates the requirements of course design, teaching content, teaching methods and evaluation system and other aspects of work (Fan & Chen, 2021). Secondly, teacher training is another important part, schools can carry out special training, cloud academic exchanges, field trips and other forms of activities to improve teachers' traditional cultural literacy and teaching ability, so that they can better integrate traditional cultural elements into art design teaching.

At the same time, each university has set up a special fund to provide financial support for integrating excellent traditional culture into art and design teaching, including teaching materials, internship bases, student activities and so on. Finally, improving the evaluation system, requires following a certain formulation cycle of excellent traditional culture into art design teaching for evaluation and feedback, and timely correction of teaching strategies and methods, in order to maintain the quality of teaching, feasible ways and programs for this. Through detailed measures, the measures to guarantee the excellent traditional culture in the process of art design teaching in higher education provide very effective support, and promote the further development of the integration process (Yi, 2021).

Conclusion

Integrating excellent traditional culture in the teaching of art and design in higher education, realizing the inheritance and innovation of teaching with a dual focus. Through the establishment of a series of systematic teaching strategies, such as innovative teaching mode and teacher development, reform of the evaluation system, etc., and at the same time, through a certain path of articulation and strong

protection, not only to enhance the cultural quality of students and design innovation ability, but also to promote the modernization of the development of traditional culture and the internationalization of the process. This kind of art and design teaching integration and sublimation level of continuous trend gradually enriched the connotation of education, and broadened the dissemination of ways and channels. Traditional culture is the foundation of shaping art and design talents with a profound cultural atmosphere and international perspective, which is a concrete expression of the value and attraction of traditional culture in modern art education.

Conflict of Interest

The author declares that he has no conflicts of interest to this work.

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