



Research on the Path of Cultivating Aesthetic Ability in Art Education under the Inculcation of Local Characteristic Historical Culture

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ABSTRACT

In order to give fuller play to the value of local characteristics of history and culture in art education, we propose a study on the cultivation path of aesthetic ability in art education under the inculcation of local characteristics of history and culture. Combined with the core qualities of art education, we comprehensively analyze the connotation of aesthetic ability from the four aspects of perception, understanding, evaluation, and creation, and based on Shu embroidery, a product of local characteristic history and culture, we analyze its aesthetic characteristics, including bright and even stitching, sparse and concise composition, elegant and vulgar color scheme, and rich subject matter, and Using the aesthetic value of Shu embroidery, we constructed an aesthetic ability cultivation path covering curriculum design and teaching implementation, work appreciation and analysis, creative practice and achievement display, and interdisciplinary integration and expansion.

Keywords: Local characteristics of history and culture; Art education; Aesthetic ability; Aesthetic characteristics; Aesthetic value.

INTRODUCTION

In the process of deepening art education, the main focus is to strengthen students' core art literacy in multiple dimensions, which are intertwined with each other to promote the overall development of individuals ^[1-2]. Among them, the first task is to deepen students' aesthetic appreciation, which is a kind of ability integrating subjective feeling and objective analysis. Through a finely-designed curriculum framework, rich and diversified teaching contents and targeted teaching strategies, students are guided to deeply interpret the deeper meaning of works of art, and to enhance their aesthetic appreciation and critical thinking ability. At the same time, we strengthen the practical aspects, so that students can feel the rhythm of beauty intuitively and improve their ability to capture and analyze the image information through hands-on creation and tasting ^[3-4]. Further, students' potential for artistic expression needs to be stimulated. Through the cultivation of aesthetic appreciation, students are able to analyze the techniques and concepts of artworks in detail, thus stimulating their intrinsic desire for creativity and artistic inspiration. Art education not only teaches skills, but also ignites the fire of art in students' hearts, encouraging them to incorporate their personal feelings and creativity into their works, realizing the double leap of self-expression and innovation. In the shaping of creative thinking, art education advocates stimulating students' imagination and creativity through in-depth analysis and practical exploration of art works ^[5-6]. Students are guided to draw inspiration from daily details, learn to think across boundaries, and integrate elements from different fields into their artistic creations, so as to broaden the boundaries of their creative thinking.

From a macro perspective, art education also plays an important role in promoting cultural understanding. As a mirror image of culture, art carries rich historical information and national spirit. Through the appreciation of classic art works ^[7-8] from home and abroad, students are able to transcend the boundaries of time and space, appreciate the charm of multiculturalism, enhance respect and understanding of different cultural backgrounds, and thus build up a more open and tolerant cultural outlook in the context of globalization. This process not only enhances students' cultural confidence and national pride, but also lays a solid foundation for their future cross-cultural communication and cooperation ^[9-10].

For this reason, this paper proposes a study on the path of cultivating aesthetic ability in art education under the inculcation of local characteristics of history and culture.

1 ANALYSIS OF THE CONNOTATION OF AESTHETIC ABILITY IN ART EDUCATION

Analyzing from the perspective of the connotation of core literacy in art education, the importance of aesthetic ability as a core component is self-evident. Aesthetic ability is not only a kind of ability to perceive beauty, but also a complex and multi-dimensional concept, which integrates multiple dimensions such as perception, understanding, evaluation and creation [11-12].

Therefore, this paper analyzes the connotation of aesthetic ability, as shown in Table 1.

Table 1 Connotation of aesthetic ability in art education

Connotation	Significance
the connotation of aesthetic ability begins with perception	This perceptual ability is the foundation of aesthetic ability, which helps students open the door to the art world and lay the foundation for further understanding and creation.
aesthetic ability involves a deep understanding of artistic works	By understanding the creative background, artistic style, and expressive techniques of a work, students can more comprehensively grasp the connotation of the work, thereby achieving a profound understanding and resonance with the artwork.
aesthetic ability also includes the ability to evaluate works of art	Through evaluation, students can exercise their critical thinking and enhance their level and ability of aesthetic appreciation.
the highest level of aesthetic ability lies in creation.	Through creation, students can gain a deeper understanding of the essence and value of art, and achieve self-expression and value realization.

Combined with the results of analyzing the connotation of aesthetic ability in art education in Table 1, it can be seen that the connotation of aesthetic ability is a complete process from perception to understanding, from evaluation to creation. First of all, the cultivation of aesthetic ability requires students to be able to keenly capture the intuitive elements such as the beauty of form, color, and composition of art works, and to form a preliminary intuitive feeling of beauty through the direct experience of the visual and auditory senses [13]; secondly, the cultivation of aesthetic ability requires students to further explore the deeper contents such as the cultural connotation, the spirit of the times, and the artist's personal emotion behind the works of art, on the basis of perception; Furthermore, the cultivation of aesthetic ability requires students to further investigate the cultural implication, the spirit of the times, and the artist's personal emotion behind the works of art, on the basis of the perception. Secondly, the cultivation of aesthetic ability requires students to further explore the cultural meaning, the spirit of the times, and the personal feelings of the artist behind the artworks on the basis of perception; furthermore, the cultivation of aesthetic ability requires students to be able to apply their own aesthetic standards and values to evaluate the artworks objectively and impartially on the basis of understanding the artworks [14]. The evaluation process involves not only the consideration of the technical level of the work, but also the comprehensive judgment of its ideology, artistry, innovation, etc. Finally, the cultivation of aesthetic ability requires that, on the basis of fully perceiving, understanding and evaluating the works of art, students should be able to use the knowledge and skills they have learned to transform their aesthetic feelings into concrete artistic creations. The process of creation is not only the application and examination of what they have learned, but also the release of their personal feelings and creativity [15]. Through creation, students can understand more deeply the essence and value of art, and realize self-expression and the realization of value.

2 ANALYSIS OF THE AESTHETIC VALUE OF SHU EMBROIDERY--A PRODUCT OF LOCAL CHARACTERISTIC HISTORY AND CULTURE

2.1 Bright flush stitch

The art of Shu embroidery is one of the brightest pearls in Chinese embroidery techniques, and its characteristic of "bright and even" has pushed this traditional craft to the ultimate aesthetic realm. The so-called "glossy" refers to the fact that during the embroidery process, each thread of Shu embroidery is carefully handled to ensure that the threads are smooth and fluent, and the gloss is extremely high, as if each stitch contains a shimmering light, making the entire embroidery surface glitter in the light, showing an extraordinary texture and vitality. This light is not only a result of the careful selection of materials, but also a reflection of the skill of the embroiderers, who, by skillfully threading the needle and thread, blend the texture and luster of the silk threads into the embroidery. "Flatness" is a very high requirement for the precision of Shu embroidery stitches. The stitches of Shu embroidery must be neatly organized, whether straight or curved, and maintain the same spacing and depth, forming a near-perfect sense of geometric beauty. This neatness is not only reflected in the overall effect of the embroidery surface, but also in every detail, such as the texture of the petals, the veins of the leaves, the character's clothing pattern, etc., need to be presented through the fine needlework to ensure that every place is as flat as a mirror, without the slightest flaw. Specifically as shown in Figure 1.



Fig. 1 Aesthetic expression of Sichuan embroidery needlework

Not only that, Shu embroidery has a wide variety of stitches, among which, the halo stitch with its delicate and soft gradation effect can vividly show the transition and fusion of colors; the spreading stitch creates a thick and rich texture with its even and dense stitching; the rolling stitch is good at showing the curly and smooth lines, such as hair, water, etc.; the cutting stitch outlines the outline and structure of the object with its sharp and clear brush strokes. These stitches are intertwined and complement each other, together constituting the colorful artistic language of Shu embroidery. In the process of embroidery, according to the subject matter, style and expressive needs of the embroidery, various kinds of stitches are used flexibly, and the images in the embroidery are portrayed vividly through the sparseness of the stitches, the density of the colors, and the straightness and curvature of the lines, and so on.

2.2 Sparse and concise composition

The art of composition of Shu embroidery is an important part of its aesthetic value, which is centered on sparseness and simplicity, showing the profound meaning of "less is better than more" and "white is black" in traditional Chinese aesthetics. The first and foremost principle of Shu embroidery composition is sparseness and density. This means that on the limited embroidery surface, the embroiderers will skillfully arrange the position and size of each element according to the needs of the theme, so that the picture will have both dense and complicated places to show the beauty of details, and empty space to create a far-reaching mood. This contrast between sparseness and density not only enhances the sense of hierarchy of the picture, but also makes the viewer's eyes flow naturally and feel a dynamic beauty. At the same time, Shu embroidery composition also emphasizes the separation of primary and secondary. In complex scenes, embroiderers are able to accurately capture and highlight the theme, and strengthen the central element through colors and lines, making it the focus of vision. The secondary elements are relatively weakened to set off the theme, forming a sharp contrast and echo. This kind of primary and secondary relationship makes Shu embroidery works contain clear logic and profound connotation under the complicated appearance. Specifically as shown in Figure 2.



Fig. 2 Aesthetic expression of Sichuan embroidery composition

Combined with Figure 2, it can be seen that Shu embroidery is also good at utilizing the art of white space, adding a touch of ethereal and far-reaching to the picture. White space is not only a background vacancy, but also an invitation to the viewer's imagination. It leads the viewer to break through the limitations of the picture and enter into a broader artistic realm. In Shu embroidery works, white space and solid elements reflect each other, forming the visual effect of the combination of the real and the imaginary, the static and the dynamic, giving people endless space for reverie.

2.3 The color scheme of elegance and vulgarity

The color art of Shu embroidery is an indispensable part of its aesthetic expression, which skillfully blends the deep heritage of traditional colors with modern aesthetic trends, creating a unique charm that is both elegant and approachable. In the specific performance, Shu embroidery colors are bright and brilliant, but never wantonly flamboyant, but after careful deployment, so that in the bright and harmonious, showing a kind of warm as jade texture. This color combination not only meets the traditional aesthetic pursuit of "auspiciousness" and "festivity", but also reflects the higher requirements for the quality of life and artistic atmosphere. The use of color in Shu embroidery, both the inheritance of traditional color symbols, such as red represents enthusiasm and vitality, green symbolizes vitality and hope, yellow means wealth and dignity; at the same time, there is no lack of

reference to modern color theory and innovation, so that the color system of Shu embroidery is more colorful and more contemporary. Specifically as shown in Figure 3.



Fig. 3 The aesthetic expression of color matching in Shu embroidery

The key of Shu embroidery's color scheme is its ability to grasp the balance and contrast between colors. In Shu embroidery works, the clever use of contrasting colors and neighboring colors is a common technique. Contrasting colors can produce a strong visual impact, attracting the viewer's attention, such as red, green, yellow, purple and other contrasting color combinations, making the picture lively, full of tension. Neighboring colors can maintain the overall harmony on the basis of increasing the level of color and subtlety, such as blue-green, pink and purple and other neighboring colors gradient and integration, making the picture more gentle and soft, rich in flavor.

2.4 A rich variety of subjects

With the richness of Shu embroidery themes, every piece of embroidery is a story, a history and a cultural heritage. From the natural world of flowers, birds, insects and fish to the human field of landscape figures, to the profound folklore and glorious historical stories, all show the extraordinary artistic creativity of Shu embroidery craftsmen and deep cultural heritage. Specifically as shown in Figure 4.

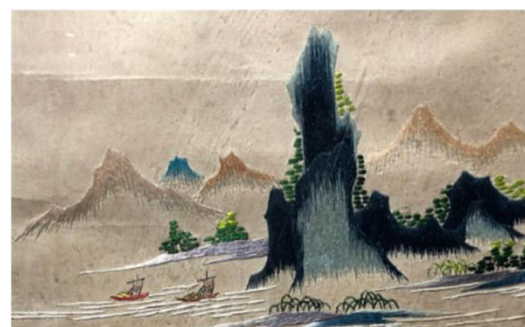


Fig. 4 Aesthetic representation of Sichuan embroidery themes

In the subject of birds and flowers, Shu embroidery, with its delicate strokes and rich colors, presents on the embroidered cloth the flowers in spring, the cicadas in summer, the fallen leaves in autumn wind, and the cold plums in winter snow. These embroideries are not only an artistic reproduction of the beauty of nature, but also an ode to the power of life, allowing people to appreciate and feel the vitality and harmony of nature. In the landscape theme, Shu embroidery creates a transcendent and tranquil mood through the undulation of stitches and gradation of colors. In the subjects of figures, insects and fishes, Shu embroidery is closer to people's lives, showing the humanistic and folkloric characteristics of the Ba Shu region. The figures in Shu embroidery are vividly portrayed, whether they are emperors and generals or people in the marketplace, all of them are portrayed with delicate stitches and vivid expressions. The insects and fishes, on the other hand, with their delicate compositions and dynamic lines, show the wonders and beauties of the tiny lives in nature, which make people feel the wonders and diversities of life while marveling at them.

3DESIGNING THE PATH OF CULTIVATING AESTHETIC ABILITY IN ART EDUCATION BY INTEGRATING LOCAL CHARACTERISTICS OF HISTORY AND CULTURE

3.1 Curriculum design and instructional delivery

In the art course, we set up the introduction of the basic knowledge of Shu embroidery, including the history, cultural background and artistic characteristics of Shu embroidery, so that students can have a preliminary knowledge of Shu embroidery. At the same time, through multimedia teaching, physical display and other ways, let the students visualize the aesthetic charm of Shu embroidery. On this basis, we can combine the teaching and practice of techniques by inviting Shu embroidery masters or senior craftsmen to enter the classroom for live demonstration and teaching of Shu embroidery techniques. And actively organize students to carry out practical operation of Shu embroidery, starting from simple needlework practice, and gradually master the basic skills of Shu embroidery. In the process of practice, we focus on guiding students to observe and analyze the aesthetic elements of Shu embroidery works, such as color, composition, line, etc., so as to cultivate their aesthetic perception ability.

3.2 Appreciation and analysis of works

In the process of art teaching, representative works of Shu embroidery are displayed, including traditional patterns and modern innovative works, so that students can feel the diversity and artistry of Shu embroidery. Through the work appreciation activities, students are guided to analyze and evaluate from the aspects of color matching, composition and layout, and the use of stitches, so as to enhance their aesthetic appreciation ability. On this basis, group discussions and exchanges are carried out to organize students to discuss Shu embroidery works in groups, encourage them to express their own opinions and feelings, and cultivate critical thinking and oral expression skills. Through group discussion, students can learn from each other, inspire each other, and further deepen their understanding and awareness of the aesthetics of Shu embroidery.

3.3 Creative practice and presentation of results

On the basis of students' mastery of certain Shu embroidery techniques, they are guided to practice Shu embroidery creation. Teachers can provide creative themes or directions to encourage students to utilize their imagination and creativity. In the process of creation, we focus on cultivating students' design thinking and innovation ability, guiding them to combine Shu embroidery techniques with modern aesthetics to create works with personal characteristics. At the same time, we organize exhibitions or competitions of Shu embroidery works to provide a platform for students to show their talents. Through exhibitions or competitions, students can show their creative achievements and enhance their self-confidence and sense of achievement. In the specific implementation process, professional judges or teachers and students can be invited to evaluate the works together, giving affirmation and suggestions from creativity, technique, beauty and other aspects, helping students to find their own strengths and weaknesses, and further enhance the aesthetic ability.

3.4 Interdisciplinary integration and outreach

Combining Shu embroidery with other art forms such as painting, sculpture, design and so on, to carry out interdisciplinary teaching activities. Through the integration of different art forms, students can broaden their aesthetic horizons and enhance their understanding and feelings of beauty. At the same time, we can organize students to visit Shu embroidery studios, museums and other cultural places to experience the production process and cultural atmosphere of Shu embroidery. Through the field trip, students can have a deeper understanding of the historical origin and cultural connotation of Shu embroidery, and enhance their sense of identity and pride in the art of Shu embroidery.

4 CONCLUSION

Local characteristics of history and culture are the unique spiritual wealth of a region, containing rich historical information, cultural symbols and artistic elements. By integrating these elements into art education, students can gain a deeper understanding of their own hometown culture, feel its unique charm and profound heritage, and thus enhance their confidence and sense of identity in their local culture. This cultural confidence and sense of identity is an important cornerstone for building students' spiritual world, which helps to cultivate their national pride and patriotic feelings. For this reason, this paper proposes a study on the path of cultivating aesthetic ability in art education under the inculcation of local characteristics of history and culture, combining the art forms and aesthetic concepts of local characteristics of history and culture, which often have unique styles and flavors, and through the incorporation of these elements into art education, providing students with diversified aesthetic experiences and broadening their aesthetic horizons. By integrating these elements into art education, we can provide students with diversified aesthetic experiences and broaden their aesthetic horizons, so that when students come into contact with and appreciate these works of art, they will be able to understand and evaluate different styles of works of art with a more open and tolerant mindset, and thus enhance their aesthetic ability.

With the help of this paper, it is hoped that students can be guided to draw nutrients from the local characteristics of history and culture, combined with modern aesthetic concepts of creative practice, to further stimulate students' creativity and imagination, so that they can incorporate their own thinking and emotions into their creations, and create works of personal characteristics and artistic value, so as to maintain the diversity and vitality of culture, and to promote the prosperity and development of national culture.

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