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A Study on the Cultivation of Chinese Culture Introduction Competency Among College Art Students

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Abstract

This paper explores the current state of capacity building among university art students in the dissemination of Chinese culture and proposes optimization strategies. First, it analyzes the main issues existing in the current training system, including unreasonable curriculum design, insufficient practical opportunities, and weak faculty resources. Second, in response to these issues, systematic optimization strategies are proposed: optimizing the curriculum system by integrating professional courses with cultural courses, offering cross-cultural communication courses, and developing specialized teaching materials; strengthening practical teaching through cultural dissemination activities, establishing internship bases, and encouraging international exchanges; enhancing faculty quality by recruiting high-level talents, providing teacher training, and implementing a mentorship system; and fostering a campus cultural atmosphere by organizing cultural events and utilizing new media platforms. The research shows that through multidimensional and systematic training strategies, the Chinese cultural literacy and dissemination capabilities of art students can be effectively improved, laying a solid foundation for promoting Chinese culture globally in the context of globalization.

Keywords

Art Majors; Chinese Culture; Communication Ability; Curriculum Reform; Practical Teaching

With the acceleration of globalization, the spread of Chinese culture has become particularly important. Colleges and universities, as important bases for talent cultivation, see their art majors playing a key role in this process. However, many colleges currently face numerous challenges in cultivating students' ability to spread Chinese culture (Zeng & Wang, 2024). Therefore, there is an urgent need for systematic research and reform of the existing cultivation system to enhance students' ability in spreading Chinese culture and contribute to the inheritance and development of culture.

1. Current Situation of Cultivating College Art Majors' Ability to Spread Chinese Culture

1.1 Unreasonable Curriculum Setup

In terms of curriculum setup related to Chinese culture, some colleges have unreasonable aspects. The class hours for relevant courses are relatively few, failing to meet students' needs for in-depth learning. Although some colleges offer courses such as An Introduction to Traditional Chinese Culture, they only arrange 2-3 class hours per week, making it impossible for students to systematically learn the rich connotations of Chinese culture. The depth of course content also needs to be improved; some courses only briefly introduce the basic knowledge of Chinese culture,

lacking an understanding of in-depth content such as the historical, philosophical, and social backgrounds behind the culture. When explaining traditional Chinese painting, for example, they merely list painting schools and representative works without deeply analyzing the spirit of the times and cultural values reflected in the paintings. The connection between courses is insufficient, lacking systematicness and coherence, which makes it difficult for students to construct a complete knowledge system of Chinese culture (Xie & Tang, 2025). For instance, there are overlaps and disconnections between the content of History of Chinese Art and An Introduction to Traditional Chinese Culture, preventing students from organically integrating knowledge from different courses during learning.

1.2 Insufficient Practical Opportunities

Insufficient practical opportunities are also a problem in the current cultivation process (Yu, 2020). Although some colleges organize practical activities, the frequency and scale of these activities are limited, failing to meet the needs of all students. Some colleges only organize 1-2 cultural trips to rural areas per semester, allowing only a few students to participate, while most students lack opportunities for practical training. The forms of practical activities are relatively limited, mainly focusing on traditional forms such as literary performances and exhibitions. In cultural exchange activities, they often only conduct simple performances without fully exploring local cultural characteristics and integrating deeply with local culture. The guidance and support for practical activities are inadequate; when students encounter problems during practice, they lack timely guidance and help from professional teachers, which affects the practical effect.

1.3 Weak Faculty Strength

Weak faculty strength also restricts the cultivation of students' ability to spread Chinese culture (Qiu, 2025). Some teachers themselves are insufficient in in-depth understanding and research on Chinese culture, unable to provide high-quality teaching and guidance to students. When teaching Chinese culture courses, some teachers merely read from textbooks, lacking their own insights and research results, which fails to stimulate students' learning interest. There are relatively few teachers with intercultural communication experience and ability, making it difficult to meet students' learning needs in international cultural exchanges. In international cultural exchange activities, due to the lack of guidance from professional teachers, students have deficiencies in intercultural communication skills, easily lead to cultural misunderstandings and conflicts. The structure of the teaching staff is also unreasonable, lacking collaboration between teachers with different disciplinary backgrounds, which cannot provide students with diversified knowledge and perspectives.

2. Strategies to Enhance College Art Majors' Ability to Spread Chinese Culture

2.1 Optimizing the Curriculum System

Integrating professional courses with cultural courses is a key measure to optimize the curriculum system (Li, 2023). Colleges should break down the barriers between professional courses and cultural courses to achieve their organic integration. In music professional courses, teaching content on traditional Chinese music culture should be incorporated, such as explaining ancient music theories and the production and performance techniques of traditional musical instruments. This allows students to deeply understand the musical connotations of Chinese culture while learning professional skills. Comprehensive courses such as Traditional Chinese Music and Modern Music Creation can be offered, inviting music professional teachers and cultural research scholars to teach together, guiding students to learn and explore from different perspectives. In this way, students can not only master professional skills but also improve their cultural literacy, laying a solid foundation for the spread of Chinese culture.

Offering intercultural communication courses is also essential. Colleges should specially set up intercultural communication courses to systematically teach students theories, methods, and skills of intercultural communication. Course content can include basic principles of intercultural communication, communication characteristics in different cultural backgrounds, and strategies for coping with cultural differences. Through teaching methods such as case studies and simulation exercises, students can experience the process of intercultural communication firsthand, improving their adaptability and communication ability in international cultural exchanges. Experts and scholars with rich experience in international cultural exchanges should be invited to give lectures, sharing practical cases and lessons learned, enabling students to better understand and apply intercultural communication knowledge.

In addition, compiling characteristic textbooks is crucial. Colleges should organize professional teachers and cultural experts to compile targeted and characteristic textbooks for spreading Chinese culture, combined with the characteristics of their art majors and students' actual needs. Textbook content should cover various aspects of Chinese culture, including history, philosophy, literature, and art, while focusing on integration with professional courses and highlighting practicality and innovation. In Chinese culture communication textbooks for fine arts majors, content on traditional Chinese painting techniques, the evolution of artistic styles, and the interpretation of cultural connotations in paintings can be added, combined with practical painting creation cases to guide students on how to integrate Chinese cultural elements into fine arts works. Textbook compilation should also keep pace with the times, updating content in a timely manner to reflect the development and innovation of Chinese culture in the contemporary era.

2.2 Strengthening Practical Teaching

Carrying out cultural communication practice activities is an important way to improve students' communication skills (Jin, 2021). Colleges should actively organize students to participate in various cultural communication practice activities, such as cultural trips to rural areas, community cultural services, and cultural exhibition planning. In cultural trips to rural areas, students can go deep into rural areas, spread Chinese culture to farmers through literary performances, art training, and other forms, while also understanding the cultural needs and feedback of grassroots people, improving their communication ability and sense of social responsibility. In community cultural services, students can cooperate with communities to carry out traditional culture lectures, art workshops, and other activities, enriching community residents' cultural lives and enhancing their recognition of Chinese culture. In cultural exhibition planning, students can participate in the preparation, design, and organization of exhibitions, learning how to showcase the charm of Chinese culture through exhibitions and improving their planning and organizational abilities.

Establishing internship bases can also provide more practical opportunities for students. Colleges should establish long-term and stable cooperative relationships with cultural communication institutions, art troupes, museums, etc., to provide internship positions and practical platforms for students. On an internship basis, students can participate in actual cultural communication projects and work, come into contact with professional cultural communication teams and advanced communication technology equipment, understand the operation mode and development trend of the cultural communication industry, and improve their practical ability and professional quality. Students interning in museums can participate in the planning and explanation of cultural relic exhibitions, learning how to vividly introduce the historical and cultural knowledge behind cultural relics to audiences; students interning in cultural communication companies can participate in the planning, production, and promotion of cultural products, exercising their creative ability and market promotion ability.

Encouraging students to participate in international exchanges also helps improve their intercultural communication ability. Colleges should actively create conditions to encourage students to participate in international cultural exchange activities, such as international art competitions, cultural exchange festivals, and academic seminars. In international exchange activities, students can communicate and cooperate with artists, scholars, and cultural enthusiasts from different countries and regions, understand the characteristics and differences of different cultures, broaden their international horizons, and improve their intercultural communication ability and Chinese culture communication ability. Students can display their artistic works in international art competitions to spread the artistic characteristics of Chinese culture; participate in cultural displays and performances in cultural exchange festivals to enhance international friends' understanding of Chinese culture; and exchange academic views with international scholars in academic seminars to share the achievements of Chinese culture research.

2.3 Enhancing Faculty Development

Introducing high-level talents can enrich the faculty (Liu & Yang, 2025). Colleges should increase efforts in talent introduction to attract a group of experts and scholars with profound Chinese cultural heritage, rich intercultural communication experience, and high academic level to join the teaching team. These high-level talents can bring advanced teaching concepts and research methods, providing high-quality teaching and guidance to students. Artists or scholars with outstanding achievements in the field of international cultural exchange can be introduced as part-time professors or visiting lecturers, regularly teaching students and giving lectures, sharing their experience and insights in international cultural communication, and stimulating students' learning interest and innovative thinking.

Strengthening teacher training is also an important means to improve teachers' quality. Colleges should regularly

organize teachers to participate in various training and academic exchange activities to improve their Chinese cultural literacy and intercultural communication ability. Training content can include specialized research on Chinese culture, intercultural communication training, and application of new media technologies. By participating in training and academic exchange activities, teachers can continuously update their knowledge structure, improve their teaching level and research ability, and better guide students in learning and practicing Chinese culture communication. Schools can select teachers to participate in domestic and foreign Chinese culture seminars, intercultural communication academic conferences, etc., allowing teachers to communicate and learn with peers and broaden their academic horizons.

Establishing a tutorial system can realize personalized guidance for students. Colleges should assign special tutors to each art major student, with tutors being teachers with rich teaching experience and professional knowledge. Tutors are responsible for guiding students' learning, practice, and cultural communication projects, helping students formulate personal development plans, and answering questions encountered by students in learning and practice. Tutors can provide personalized guidance and suggestions according to students' interests and strengths, guiding students to in-depth learning of Chinese culture and improving their cultural communication ability. When students participate in cultural communication practice activities, tutors can provide full-process guidance, helping students analyze and solve problems to ensure the smooth progress of practical activities.

2.4 Creating a Campus Cultural Atmosphere

Organizing cultural activities is an effective way to foster a campus cultural atmosphere (Liu, 2023). Colleges and universities should regularly hold a variety of campus cultural events, such as campus cultural art festivals, traditional culture festivals, art exhibitions, and theatrical performances. With Chinese culture as their theme, these activities showcase students' artistic talents and cultural achievements, attract the participation of teachers and students, and create a strong campus cultural atmosphere. At campus cultural art festivals, a Chinese cultural art exhibition area can be set up to display students' works with Chinese cultural characteristics, such as paintings, calligraphy, and photography. When holding traditional culture festivals, activities like traditional handicraft making, folk performances, and poetry recitals can be organized, allowing students to experience the charm of Chinese culture and enhance their cultural confidence through participation.

Constructing campus cultural landscapes can also exert a subtle influence on students. Colleges and universities should attach importance to the construction of campus cultural landscapes and integrate elements of Chinese culture into the campus environment. Cultural corridors, sculpture clusters, and cultural squares can be built on campus to display the history and achievements of Chinese culture. Cultural exhibition areas can be set up in teaching buildings, libraries, and other facilities to display traditional Chinese artworks and introduce cultural celebrities. As students study and live on campus, they can feel the edification of Chinese culture anytime and anywhere, thereby enhancing their sense of identity and pride in Chinese culture.

Utilizing new media platforms can expand the influence of cultural communication. Colleges and universities should make full use of new media platforms such as WeChat Official Accounts, Weibo, and Douyin to spread Chinese culture. Special accounts for Chinese culture communication can be opened to publish articles, pictures, videos, and other content related to Chinese culture, showcasing students' cultural communication achievements and campus cultural activities. Through the dissemination of new media platforms, more people inside and outside the campus can be attracted to pay attention to Chinese culture, and the influence of Chinese culture can be enhanced. Exquisite short videos about Chinese culture can be produced and released on platforms like Douyin to introduce traditional Chinese festivals, folk arts, and other content, attracting a large number of users to like and share, thus expanding the spread of Chinese culture.

3. Conclusion

In summary, improving the cultivation of college art majors' ability to spread Chinese culture requires not only optimizing curriculum setup and practical opportunities but also strengthening faculty development and creating a campus cultural atmosphere. Through a multi-dimensional strategy combination, students' cultural literacy and communication ability can be effectively enhanced, enabling them to be more competitive in future cultural exchanges and play an important role in promoting Chinese culture.

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