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The Influence of Cultural Traditions on Contemporary Pedagogical Practices in the Field of Arts in China

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ABSTRACT

The study aimed to investigate the influence of cultural traditions on contemporary pedagogical practices in the field of art education in China. The research methodology was based on the principles of cultural-historical analysis and cultural anthropology approaches, using content analysis and comparative-analytical methods. The study found that elements such as the symbolism of traditional art, Confucian educational imperatives, rituals, and the “shi-tu” system remain significant in the modern educational process. It was revealed that China has an institutionally embedded system for the transmission of cultural traditions, built on the principles of mentorship, hierarchical pedagogical interaction, Confucian values, and structured curricula that combine classical aesthetic concepts with modern artistic practices. The educational process was based on philosophical, symbolic, and moral reflections on art, contributing to students’ deep understanding of aesthetic heritage. In Kyrgyzstan, in contrast, an open interdisciplinary approach, focused on folk traditions, informal educational formats, and interaction with local knowledge bearers, dominated. This approach primarily fulfilled an identity function and took the form of a cultural workshop or creative laboratory. The comparison of models revealed that combining traditional and modern elements is effective both in terms of academic continuity and through the inclusion of communities in the educational process. Cultural traditions remain not only a heritage element but also a factor in the formation of creative identity in the educational environment. The practical significance of the research lies in the possibility of applying the obtained results to update art education programs in China, considering the cultural context and needs of the modern student.

KEY WORDS

Heritage, education, “shi-tu” system, symbolism, educational programs

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