

# Research on The Inheritance and Innovation of Folk Art and University Art Design Course Integration at A Normal University in Henan Province, China

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## Abstract

The study aims from the art design course teaching mode, based on the needs of cultural heritage and course teaching itself, gradually into the folk art content, discusses the Henan area a normal college art undergraduate, some problems and the folk art and teaching mode, this study to promote the art design course teaching mode and folk art fusion, rich art design folk art course teaching material plays an important role. This study discusses the following issues: (i) Determine the types of teaching modes of art and design courses and folk art integration at a normal university in Henan province, China.(ii) To compare the relationship between the teaching mode of the art and design course and the folk art of a normal university in Henan province, China. The research methodology of this study was the quantitative research method. The study sample was 533 undergraduate design students from a normal university in Henan province, China. Stratified sampling was performed for freshman to senior students. Furthermore, this article includes the limitations of this study and some recommendations for future research. Through this study, we can effectively explore the teaching mode of integrating folk art and art design, and prove that it is meaningful. This study can explore the relationship between the teaching mode of the art and design courses of a normal university in Henan Province, so as to find the characteristic teaching mode more suitable for the art and design courses of a normal university in Henan Province.

## Keywords

College; Folk art; Art design; Teaching mode; Integration.

## 1. INTRODUCTION

In the 21st century, the requirements for talents are more strict, and it is an inevitable trend to integrate the folk culture with the new era, the eastern and western aesthetics, and show the modern teaching mode. Education is inclusive, which is mainly manifested in the reference of advanced teaching forms and the development of its own national culture. Under this development concept, the folk art design course pays attention to applicability, diversification, methods, and combines it with teaching, which can create a national and local art design education mode (Wang Lei, 2021). Yang(2022) agreed with Wang(2021), Yang(2022) added this point of view, Yang (2022) pointed out that under the background of the new curriculum, folk art teaching has been developed, and advocated the comprehensive cultivation of students' artistic culture. At present, the stage of the art design major in colleges and universities is still in the development stage. On the whole, there are few folk art design courses in local universities, and there are many problems in teaching forms and methods. Therefore, exploring the integration of art design curriculum teaching mode and folk art is the inevitable development trend of the characteristic teaching of art design curriculum mode in colleges and universities.

It is of great significance to integrate the traditional national folk art culture into the practice of deepening the reform of college art design courses to enrich the teaching form, promote the teaching reform of courses and promote the inheritance of traditional national folk art culture. Xia(2021) claims that in the teaching of college art courses, to cultivate students' artistic accomplishment, it is ideal to enrich students' cultural accumulation and integrate traditional folk art. China attaches more importance to traditional culture, and the relevant departments have repeatedly proposed to strengthen the inheritance and development of excellent traditional culture. College art and design course is an important quality education course, and also the core course of art and design major. Peng(2020) agreed with Li (2021), Peng(2020) to supplement this view, Peng(2020) pointed out that traditional folk art forms, rich achievements, covering wide areas, such as Chinese painting, embroidery, paper cutting, tie-dye, batik, weaving, sculpture art, etc., its present art form and influence is not the same. With the infiltration of traditional national and folk art elements in art teaching, relevant works can be directly used as teaching models and materials, which is of great significance for further broadening students' vision of art learning and conveying the connotation of different traditional cultures.

## 2. LITERATURE REVIEW

With the in-depth exploration of art design education, many scholars realize that the optimization of teaching mode needs the integration of folk art. Therefore, many universities begin to pay attention to how to combine the teaching mode of folk art in exploring the teaching mode of art design, so as to create basic courses and characteristic courses. Liu(2019) shows that Chinese traditional culture is the spiritual bond of the Chinese nation, and in the information age, foreign culture has had a certain impact on the traditional culture. This is both an opportunity and a challenge. It requires people to stand on the shoulders of traditional culture and look at the world and keep pace with The Times. It is necessary to introduce traditional culture into the classroom, so that the next generation can feel the beauty of traditional Chinese culture. Liu(2020) claims that with the increasing attention of folk art in the society, the academic circle has conducted more and more research on its survival status and development prospects. In the education and teaching of university design major, the teaching of folk art knowledge gradually becomes a trend. On the basis of the original teaching plan, many colleges and universities in China have added folk art works appreciation, folk graphic art, folk art introduction to folk art and other basic theory courses closely related to folk art.

There are many problems to be solved in art and design education in colleges and universities. Ren(2019) pointed out that the great impact of modern western culture on China's traditional culture has shaken the fundamental position of traditional culture for thousands of years. Moreover, because the basic education of students in the early stage is mainly based on cultural courses, the education intensity of traditional culture is not strong, and it can only rely on the scattered contents of various disciplines and supplement the deficiency of traditional culture education in various ways in the society. Therefore, in college art and design courses, the integration of more traditional cultural knowledge is conducive to the dissemination of traditional culture. Let the students know more about the traditional culture, but also increase the influence of the traditional culture. Similarly, Hou(2021) claimed that the university art design teaching understanding of the important value of folk art does not reach the designated position, art design education direction, syllabus, education content mostly focus on western design theory and practice research, ignoring the folk art inheritance education and localization design, students' interest and understanding. In addition, there is a serious lack of visual elements in the art design works, the design style is single and westernization, and the traditional crafts is replaced by new technologies, new materials and new processes. Zhang (2022) also complement this view, Zhang(2022) points out in art design teaching in colleges

and universities, the introduction of traditional culture, can improve students 'humanistic quality, can promote the spread of traditional culture, but also can greatly enhance students' cultural self-confidence, so it has a very obvious positive effect. However, in the current art design teaching in colleges and universities, the infiltration of traditional culture is not very optimistic, and there are many problems, which need to be improved.

Based on the analysis of the integration of folk art and art design, this paper discusses the dilemma of the inheritance of the teaching mode of contemporary art design course in colleges and universities, and puts forward some practical strategies for the inheritance and development of folk art and university course teaching mode. Chen(2022) pointed out that the generational problem of folk art is prominent and the inheritance chain is facing the danger of rupture, which will lead to the withdrawal of some cultural heritage from the historical stage. Therefore, in the inheritance and protection of folk art, the inheritance problem of inheritance is very worthy of attention. The same view, Yang(2019) claimed that the relevant departments of folk art development is not enough, in the folk art inheritance and protection tend to be superficial and passive, not to the inheritance and protection of folk art as a long-term task to grasp, nor formed the sustainable development path and pattern, lead to most people's folk art inheritance and protection consciousness is relatively weak, folk art living conditions. Wang(2021) supplemented the dilemma of folk art from the perspective of teaching mode. Wang(2021) pointed out that the teaching mode of "traditional folk art" is changing, and the overall teaching reform of the curriculum is a systematic process.

From scholars on the integration of folk art and art design teaching mode analysis, can understand the inheritance of traditional culture depends on education, and folk art is an important part of traditional culture, therefore, folk art and college art design teaching mode fusion is of great significance, due to the rapid development of university art design teaching, art design teaching mode has many problems and difficulties, need scholars to research and solve. Taking the undergraduates of design College of a normal university in Henan province, as the research object, this thesis explores the integration of art design teaching mode and folk art of a normal university in Henan province. For the diversity of teaching modes of folk art related courses and the possibility of integration of theoretical courses and professional courses. Thus, set the following Research objectives:

RO1: Determine the type of teaching mode of art and design courses and folk art integration at a normal university in Henan province, China.

RO2: Compare the relationship between the teaching mode of the art and design course and the folk art at a normal university in Henan province, China.

### 3. METHODOLOGY

This thesis analyzes and demonstrates the method from four aspects: study sample, location, instrument and procedure. The study sample of this paper is 533 design-oriented undergraduates from a normal university in Henan province, China. Stratified sampling and random sampling were conducted (the specific number of samples is shown in Figure 1 below). The study place chosen in this paper is the School of Art and Design, at a normal university in Henan province, China. This study used the quantitative research method for the design of the questionnaire, and statistical data and analytical data. Through the collection and analysis of data, the conclusion, analysis and comparison of this study are drawn, and finally the teaching mode of art design course in universities and the integrated teaching mode of folk art in Henan Province are put forward.

The study aims to discuss the teaching mode of art and design course at a normal university and the integration of folk art in Henan province. The questionnaire consists of two parts. The first part includes the demographic information item, divided into eight questions: gender, age,

residential area, your father's educational background, your mother's educational background, your educational background, grade and major. The second part is the questionnaire which includes the structure of the study and the questions of the study. This section contains 20 questionnaire questions, and the specific questions are shown in the figure below. The instrument also uses a 5-point Likert scale. Range from 1 to 5: 1 = not important at all, 2 = slightly important, 3 = moderately important, 4 = very important, 5 = very important. These items were developed after an analysis of the topics included in the literature review. The generated project is used to collect the exploration and research of art and design courses of at a normal university in Henan province. And the important elements of the integration of folk art in Henan province. The following first form (Table 1) is according to the proportion of thirty percent sampling, the researcher has been issued to a normal university in Henan province of design one to grade four undergraduates to fill in is a combination of random sampling and stratified abstract method, a total of 160 questionnaires, the actual recovery questionnaire 149, the recovery rate of 93%, issuing time for February 7, 2023 to February 12. (Table 2 ) are the 20 questions of this questionnaire. The researcher successfully completed the distribution and recovery of the questionnaire.

**Table 1.** The proportion of undergraduate students and the number of questionnaires of at a normal university in Henan province of Design in 2023

2023-art and design class only				
SEMESTER	1st year	2nd year	3rd year	4th year
Number of students	120	117	147	149
Number of questionnaires (30%)	36	35	44	45

**Table 2.** Questionnaire on inheritance and innovation of folk Art and College Art Design Curriculum Integration in Henan Province

1	Undergraduate students of the School of Design generally know some local folk art in Henan.
2	There are many ways to learn more about the local folk art in Henan province.
3	The main way to understand the local folk art in Henan is the related courses.
4	College students are generally very interested in understanding the local folk art in Henan province.
5	College students generally have the consciousness of learning the local folk art in Henan province.
6	The local folk art elements in Henan province can be reflected in your professional courses.
7	It is very important to cultivate art and design college students with correct cultural values.
8	It is very important to improve the students' understanding of the local folk art in Henan, and to let them know more about the value of the local folk art in Henan.
9	The courses offered by the university include those related to the local folk fine arts in Henan.
10	Universities offer fewer courses in local folk art and culture in Henan province.
11	I hope to learn more courses related to the local folk art and culture in Henan province
12	Encourage students to learn more local folk art in Henan, and integrate Henan local folk art into the sustainable and characteristic development of the professional field.
13	Various activities should be organized to publicize the students' understanding of the course knowledge related to the local folk art in Henan province.
14	The type of teaching mode of the current learning course is a single type.
15	To enrich the course teaching mode, can achieve the better teaching effect.
16	In the curriculum mode, more curriculum teaching mode is integrated into the local folk art in Henan Province.
17	The integration of local folk art plays an important role in the reform of art design teaching mode in colleges and universities.
18	The integration of local folk art in Henan is of great significance in the regional cultural teaching mode.
19	Integrating Henan local folk art in the teaching mode helps students to better design their works and make the works have personalized regional characteristics.
20	It is of great significance to explore the integration of local folk art and teaching mode in Henan province.

In order to better study the exploration of the integration of art and design at a normal university in Henan province, and to better understand the relationship between folk art and art and design education in Henan province, researchers should use some theories to support this study, which is also the basis of this study. This study involves the humanistic learning theory, the analyzed the self-realization theory of Maslow in humanism is discussed and analyzed, and the related theories of this study are deeply studied (Table3 ).

**Table 3.** Related theory of this study

No.	RELATED THEORIES		REPRESENTATIVE PERSONAGE	NAME (YEAR)
1	Humanism learning theory	The self-actualization theory in humanism	Maslow	1943

Yang(2021) believes that self-actualization is one of the most appropriate words to explain the best state of your life. The affirmation of the subject and the propaganda of the self have become a pursuit of various societies. Self-awareness imperceptibly penetrates into the minds of young people and adds to their own unique understanding. In the eyes of Chinese youth, the primary significance of self-realization is the realization of the goals of life, the realization of the ideal of life and the highest embodiment of the value of life. Therefore, it mainly focuses on a pattern of behavior, the direction of effort, and the criteria for selection.

Han(2019) pointed out that the self-realization theory fully affirms the natural factors of human nature, and gives full play to people's potential and creativity as the basic characteristics of human nature. Maslow's theory of self-realization is the study and the categorization of basic human needs. Maslow's level of demand was presented in the Theory of Human Movement in 1943. This theory studies and classifies the basic needs of human beings, distinguishes them from the animal instinct, and proposes the hierarchical demands that humans meet according to different needs.

Based on this theory, we should attach importance to the need of self-realization in university education and cultivate it into useful talents. With the progress of the society and the increasingly fierce competition, the contemporary college students are also facing the fierce social competition. College students are eager to become useful talents in the construction of socialist modernization and realize their own life value. At present, the content and social needs of Chinese college students deviate from the track, so we should reform the teaching content to make it meet the actual needs of the society. What today's society needs is innovative talent. In view of this reality, we should cultivate the college students' ability to solve problems independently, cultivate their innovative spirit, and finally realize their own value.

#### 4. RESULTS AND DISCUSSIONS

**Table 4.** Cronbach's  $\alpha$  coefficient table

Cronbach's $\alpha$ coefficient	Normalized Cronbach's $\alpha$ coefficient	number of terms	sample number
0.632	0.684	20	149

By analyzing the reliability and validity of the questionnaire, the Cronbach's  $\alpha$  coefficient of the model was 0.632, indicating that the questionnaire can be used. The investigator can analyze the results from the data:

**Table 5.** Proportion of very consent and consent with the questionnaire

NO.	Very agree with the proportion	Agree with the proportion	Total
Item 1	32.89%	38.26%	71.15%
Item 2	43.62%	45.64%	89.26%
Item 3	35.57%	44.97%	80.54%
Item 4	31.54%	49.66%	81.2%
Item 5	32.89%	40.94%	73.83%
Item 6	34.9%	43.62%	78.52%
Item 7	62.42%	36.24%	98.66%
Item 8	57.72%	41.61%	99.33%
Item 9	43.62%	42.28%	85.9%
Item 10	21.48%	38.26%	59.74%
Item 11	48.32%	46.31%	94.63%
Item 12	53.69%	44.3%	97.99%
Item 13	55.7%	40.94%	96.64%
Item 14	25.5%	34.23%	59.73%
Item 15	57.72%	39.6%	97.32%
Item 16	51.68%	40.94%	92.62%
Item 17	54.36%	36.91%	91.27%
Item 18	55.7%	37.58%	93.28%
Item 19	55.7%	40.27%	95.97%
Item 20	58.39%	37.58%	95.97%

Item 1 shows the sample data are 32.89%, agree 38.26%, it is difficult to say 26.85%, do not agree 2.01%, do not agree 0%, 149 people effectively fill in this question. According to the data, it can be concluded that more than 71.15% of the undergraduates know about the local folk art in Henan. Item 1 shows that the undergraduate students in the School of Design generally understand some local folk art in Henan. Among them, 32.89% strongly agreed and 38.26% agreed. According to the data, 71.15% of the sample is to understand some local folk art in Henan, and it can be said that it is of certain significance to explore the local folk art in Henan.

Item 2 shows the sample data are many ways to understand the local folk art in Henan, which agree with 43.62%, 45.64%, it is difficult to say 9.4%, 0.67%, and 0.67%. From the data analysis, there are many ways for undergraduates to understand the local folk art in Henan, and 89.26% of undergraduates agree that the understanding of folk art is many ways. There are many ways to understand the local folk art in Henan province. Very agree with 43.62% of the data, agree with 45.64% of the data, we can analyze 89.26% of the data samples agree that there are many ways to understand Henan local folk art, Henan local folk art elements access or there are many ways, many methods, can provide subsequent course mode research with many ways and resources.

Item 3 shows the sample data are 35.57%, 44.97%, difficult to say 13.42%, 6.04%, and very disagree.0%, this option is discussed from the course. 80.54% of the sample believe that the way of folk art learning is the course. From the result of this option, it can be seen that the course is the main way of folk art learning. Therefore, the construction of art design course is very important. Item 3 shows that the main way to understand the local folk art in Henan is related courses. As can be seen from the data, 35.57% and 44.97% agreed, respectively.80.54% of the sample believed that the main way to understand the local folk art in Henan is the related courses. From this set of data, we can see that the importance of curriculum and the setting of relevant courses is the main way to learn the local folk art in Henan.

Item 4 shows the sample data are 31.54%, 49.66%, difficult to say 16.78%, 2.01%, and 0%. 81.2% of the sample were interested in the local folk fine arts in Henan. Item 4 shows that college students are generally very interested in understanding the local folk art in Henan Province. As can be seen from this set of data, 31.54% strongly agree with this view and 49.66% agree, that is to say, 81.2% of the samples are very interested in local folk art in Henan. How to integrate local folk art in Henan into the curriculum model is very meaningful.

Item 5 shows the sample data are strongly agree 32.89%, agree 40.94%, difficult to say 23.49%, disagree 2.01%, and strongly disagree 0.67%. 73.83% of the sample think that college students have the awareness of learning Henan folk art, but it is worth noting that 23.49% of the sample think it is difficult to say, indicating that this part of the sample has a relatively weak awareness of learning folk art. Item 5 shows that college students in Henan province generally have the consciousness of learning local folk art. 32.89% strongly agreed with this view and 40.94% agreed. That is to say, 73.83% of the sample believes that Henan University is conscious to learning local folk art, and the potential motivation of conscious learning is also the basic point of establishing a new curriculum model.

Item 6 shows the sample data are 34.9%, 43.62%, 18.12%, 3.36%, and 0%. This option indicates the sample's attitude towards folk art elements in the professional courses. 78.52% of the sample believe that folk art has been integrated into the professional courses, which reflects that the integration of folk art and curriculum mode is continuously developed in the university art design courses, and has certain achievements and effects. Item 6 shows that the local folk art elements in Henan province can be reflected in your professional course. This problem is to Henan local folk art elements in the importance of data collection, can be seen from this set of data, 34.9% of the samples agree with Henan local folk art elements can be reflected in your professional courses, 43.62% of the samples agree with Henan local folk art elements can be reflected in your professional courses, that is 78.52 samples think in university professional courses in Henan local folk art elements, that the course mode and the integration of local folk art elements course pattern has a certain basis.

Item 7 shows the sample data are 62.42%, 36.24%. It is very important to cultivate art and design college students with correct cultural values. Very agree with 62.42%, agree with 36.24%, it is difficult to say 0.67%, disagree with 0.67%, and strongly disagree with 0%. 98.66% of the sample believed that correct cultural values are important to college students, and also reflect the importance of cultural values from one perspective. It is very important to cultivate college students of art and design with correct cultural values. In the sample, 62.42% agree with this view and 36.24% agree with this view. That is to say, as high as 98.66% of the sample believe that it is very important to cultivate art and design students with correct cultural values, which is a manifestation of the necessity of this study.

Item 8 shows the sample data are 57.72%, 41.61%, it is difficult to say 0.67%, disagree with 0%, and strongly disagree with 0%. 99.33% of the sample agreed with this view, recognizing that Henan local art is of great significance to them. Item 8 shows that it is improve students' understanding of local folk art in Henan, so that they can have a better understanding of the value of local folk art in Henan. 57.72% very agree with this view, 41.61% agree with this view, from the data analysis, 99.33% of the sample that improve students' understanding of Henan local folk art, let them know more about the value of Henan local folk art, is very important, also from the other hand proved the necessity of this research, college students to local folk art learning demand.

Item 9 shows the sample data are 43.62%, 42.28%, 11.41%, 2.68%, and 0%. From the perspective of courses, this option investigates the courses offered by universities, including those related to local folk art in Henan. From the results, we can see that 85.9% of the samples believe that Henan folk art related courses are offered in university courses, indicating that

Henan art has a foundation in the integration of teaching modes. Item 9 shows that the school offers courses related to local folk art in Henan. From the analysis of this set of data, 43.62% of the sample strongly agreed, 42.28% agreed, and 85.9% of the sample believed that learning had offered courses related to local folk art in Henan. Through research, it was also found that many local schools in Henan began to attach importance to the opening of courses related to folk art. Item 10 shows the sample data are highly consistent for 21.48%, 38.26%, difficult to say for 28.86%, disagree with 9.4%, and strongly disagree with 2.01%. This option was investigated from the perspective of the number of courses. It can be seen that 59.74% of the samples believe that there are few courses related to folk art. We also learned from the perspective that the number of courses of Henan folk art in the integration of the teaching mode of folk art is not large and not rich enough. Item 10 shows that the universities in Henan province offer fewer local courses in folk art and culture. 21.48% very agree with this view, 38.26% agree with this view, that is, 59.74% of the sample that the university of Henan province less local folk art and culture courses, from this set of data can also reflect the college students of Henan university of local folk art and culture course demand, that the related course mode exploration is certain research prospect and significance.

Item 11 shows the sample data are 48.32%, 46.31%, difficult to say 5.37%, 0%, and strongly disagree with 0%. 94.63% of the sample hoped to learn more courses related to the local folk art and culture in Henan, indicating that the sample has the consciousness and willingness to learn, and it is of great significance to study the integration of Henan folk art and teaching mode. Item 11 shows that the samples want to learn more courses of local folk art and culture in Henan Province. From this set of data, we can see that 48.32% and 46.31% agree respectively, that is to say, as high as 94.63% of college students hope to learn more courses of local folk art and culture in Henan Province. With such a high proportion of samples hope to learn more local folk art and culture courses in Henan Province, which also shows the feasibility of this study.

Item 12 shows the sample data are 53.69%, 44.3%, and it is difficult to say 2.01%, 0% and 0%. In this option, 97.99% of the samples hope to integrate the local folk art in Henan into the sustainable and characteristic development of the professional field, indicating that there is a research prospect in the study of the integration of Henan folk art and teaching mode. Item 12 shows that encouraging students to learn more local folk art in Henan, and to integrate Henan local folk art into the sustainable and characteristic development of the professional field. In this set of data, the samples of strong agreement and consent are 53.69% and 44.3%, respectively, which means that 97.99% of the students believe that it is very necessary and meaningful to encourage students to learn more local folk art in Henan province and integrate the sustainable and characteristic development of Henan local folk art into the professional field. Item 13 shows the sample data are 55.7%, 40.94%, difficult to say 3.36%, disagree with 0%, and strongly disagree with 0%. 96.64% of the sample believed that various activities should be organized to publicize students' understanding of the course knowledge related to the local folk art in Henan. From this perspective, studying the integration of Henan folk art and teaching mode is of positive significance for the sample. Item 13 shows that organizing various activities to publicize the students' understanding of the local folk art related courses in Henan Province. 55.7% strongly agree with this view, and 40.94% agree with it. According to the data analysis, 96.64% of students believe that various activities should be organized to publicize students' understanding of the knowledge of local folk art related courses in Henan Province. It fully shows that the sample is very eager and interested in understanding the knowledge of local folk art related courses in Henan Province.

Item 14 shows the sample data are strongly agree 25.5%, agree 34.23%, difficult to say 23.49%, disagree 16.11%, and strongly disagree 0.67%. From the perspective of curriculum, 59.73% of the sample believed that the current mode of teaching of learning curriculum is a single type, indicating that the curriculum mode needs to be rich and diversified. Item 14 shows



that the teaching mode type of the current learning curriculum is a single type. Statistically speaking, the samples that strongly agree with this opinion are 25.5% and 34.23%, respectively. That is to say, 59.73% of the sample believes that the teaching mode type of the current learning course is a single type. From this perspective, it can be seen that a single teaching mode type cannot meet the needs of the sample. The sample believes that the learning course is single, which needs to be supplemented by a richer course teaching mode.

Item 15 shows the sample data are 57.72%, 39.6%, and it is difficult to say 2.68%, 0%, and 0%.97.32% of the sample agreed that the course teaching mode should be enriched in order to achieve better teaching results. Item 15 shows that the enrichment of the teaching mode of the course, and can achieve a better teaching effect. The samples who strongly agree and agree with this opinion were 57.72% and 39.6%, respectively. That is to say, 97.32% of the samples believe that the teaching mode of rich courses can achieve better teaching effect, which is also the embodiment of the necessity of the integration and innovation of teaching mode.

Item 16 shows the sample data are 51.68%, 40.94%, difficult to say 7.38%, 0%, and 0%.92.62% of the samples believe that local folk art in Henan should be integrated into the teaching mode, and the integration of teaching mode and local folk art in Henan is the teaching mode expected by students. Item 16 shows that under the curriculum mode, more curriculum teaching modes are integrated into the local folk art in Henan Province. The proportion of samples who strongly agree with this view and agree with this view was 51.68% and 40.94% respectively. That is to say, 92.62% of the sample believes that under the curriculum mode, more curriculum teaching mode is integrated into the local folk art in Henan Province, which shows that many scholars have done well in this research, and can conduct more in-depth research and study on this basis.

Item 17 shows the sample data are 54.36%, 36.91%, difficult to say 7.38%, 1.34%, and 0%.91.27% of the samples believe that the integration of local folk art in Henan plays an important role in the reform of the teaching mode of art design in universities, indicating that the reform of the teaching mode and the integration of local folk art in Henan is important. Item 17 shows that the integration of local folk art plays an important role in the reform of art design teaching mode in colleges and universities. In this group of data, 54.36% and 36.91% were strongly agreed, respectively. That is to say, 91.27% of the sample believe that the integration of local folk art plays an important role in the reform of the teaching mode of art design in colleges and universities. This study is of great interest.

Item 18 shows the sample data are 55.7%, 37.58%, difficult to say 5.37%, 1.34%, and 0%.93.28% of the samples believe that the integration of local folk art in Henan is of great significance in the regional cultural teaching mode. It shows that the integration of teaching mode and local folk art in Henan is of great significance. Item 18 shows that the integration of local folk art in Henan is of great significance to the regional cultural teaching mode. The samples who strongly agreed and agreed with this opinion were 55.7% and 37.58%, respectively. From the data analysis, 93.28% of the samples believe that the integration of local folk art in Henan is of great significance to the regional cultural teaching mode. It is also a recognition of the research value of this study.

Item 19 shows the sample data are 55.7%, 40.27%, difficult to say 4.03%, disagree with 0%, and strongly disagree with 0%.95.97% integrates the local folk art in Henan province into the teaching mode, which helps students to better design their works and make the works have personalized regional characteristics. Item 19 shows the integration of the local folk art in Henan province under the teaching mode, which helps students to better design their works and make the works have personalized regional characteristics. As can be seen from the data, 55.7% and 40.27% were strongly agreed, respectively. That is to say, up to 95.97% of the samples believe that the integration of Henan local folk art under the teaching mode can help

students to better design their works and make the works have personalized regional characteristics. Is also a manifestation of the feasibility of this study.

Item 20 shows the sample data are 58.39%, 37.58%, difficult to say 4.03%, 0%, and strongly disagree with 0%. It is of great significance to explore the integration of local folk art and teaching mode in Henan province. Item 20 also shows that it is of great significance to explore the integration of local folk art and teaching mode in Henan Province. Item 20 shows that the summary investigation and analysis of item 19. Among them, 58.39% and 37.58% were strongly agreed, respectively. 95.97% of the samples think it is important to explore the integration of local folk art and teaching mode in Henan Province. That is to say, the sample generally recognized the research value and significance of this study.

## 5. SUMMARY

First, according to R01. In the teaching mode of art design education in colleges and universities in China, the teaching mode of art design course needs to be diversified. How to formulate the teaching mode of art design curriculum and folk art integration, and determine the teaching mode and folk art integration type of Henan Normal University is the first problem facing this study. Li(2022) put forward that in the transition period of civilization, the protection of folk art is not only for the continuation of national cultural traditions, but also is to re-understand and explore the fine traditions and precious resources of national aesthetic education. In the same view, there are other scholars. Zhang(2023) pointed out that the contemporary inheritance of traditional culture including folk art is the expansion and improvement of the functions of universities, and also a good footnote of the role of universities in the national innovation system. In the process of integrating the folk art resources with the teaching and scientific research in universities, it is in line with the positioning of the contemporary cultural inheritance function of universities, and can give full play to the complementary advantages, so that the folk art resources can be more widely recognized, excavated and protected.

Second, according to the R02. Comparing the relationship between the teaching mode of art design course and the integration of folk art, the regional culture has rich artistic connotation. Folk art in art design education plays a very important role in expanding teaching content, reforming teaching mode and cultivating students' artistic creativity. The integration of folk art and art design disciplines is the requirement of China's cultural power strategy and the construction of new liberal arts. Li (2023), points out that the analysis of our cultural power strategy and the requirements of the new arts construction, for art design discipline education subject for folk art cognitive problems, improve cognitive Suggestions, and discusses the necessity and inevitability of folk art and art design discipline fusion, in order to the fusion of both clear internal mechanism. In the same view, other scholars, Ge (2022) proposed that Chinese folk art and modern art design have a complementary relationship, and there are many similarities in the form of creation and content. The elements used by Chinese folk art can often give modern art designers a lot of inspiration, open the designers' ideas and ideas, and then create more art works that meet The Times background and people's aesthetic needs.

The course teaching of art design major in former universities should not only strengthen students' cognition of Chinese traditional culture, but also make the folk art resources and college art course resources integrate and complement each other. Inheriting folk art culture is the need of social development, and also the need of inheriting traditional culture. Therefore, the integration of folk art resources in the teaching process of fine arts in universities is not only helpful to improve the quality of fine arts course teaching in universities, but also help to inherit and develop folk art, which can lay a good foundation for better development and utilization of folk art resources. The high integration of folk art curriculum resources in the teaching process

of art courses in colleges and universities not only helps to inherit and carry forward the traditional folk art, but also helps to expand the teaching content and ideas of art courses in colleges and universities, and comprehensively cultivate students' art accomplishment.

Through the analysis of the data, it display that the proportion of consent in item 8 is the highest, as high as 99.33%.Item 8 shows that improving students' understanding of local folk art in Henan can better understand the value of local folk art. From the perspective of data, undergraduates in the School of Art and Design have a demand for local folk art learning, which also shows the necessity of enriching the curriculum mode related to folk art.The consent in item 14 was the lowest with a proportion of 59.73%.Item 14 shows that, from the perspective of the curriculum model, the sample believes that the current learning-based curriculum teaching model is a single type, indicating that the curriculum model needs to be enriched and diversified. At the same time, it also shows that a single teaching mode type cannot meet the needs of the sample, and a richer course teaching mode is needed.

## 6. CONCLUSION

Based on this result, this study considers that it is of great significance to determine, compare, analyze and propose the integrated teaching mode of art and design courses in Henan Normal University. This study collected and analyzed questionnaires by combining stratified sampling and random sampling. Can be seen from the data analysis of Henan folk art has a strong consciousness and will, Henan local folk art and related fusion in the course mode, and students generally believe that art and design curriculum integration teaching mode, curriculum mode is not rich, need further development and sustainable research related course mode, this study has the very important research value and significance. The literature on the variables and the study on the relationship between each pair of related variables, proposed and analyzed the relationship between the two variables, the art and design education and folk art, and raised research questions to determine the two RO. Summarize the relationship between art design education and folk art, and study the gap in this research field. In addition, this article explains the theory of this study, using the The Maslow (1943) Self-realization theory in humanism, and organizes and analyzes the new findings. The research on the integration of Henan folk art and teaching mode is deeply explored from various angles. This paper proves that this research has research prospects and blank field. It provides a broader platform for the universities to enrich the art design curriculum system and teaching mode of Henan folk art.

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