



SCIREA Journal of Education

ISSN: 2995-3901

<http://www.scirea.org/journal/Education>

April 2, 2024

Volume 9, Issue 1, February 2024

<https://doi.org/10.54647/education880521>

Exploration of the integration of regional culture and art teaching curriculum under the flipped classroom model

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Summaries

In the context of the educationalization of artificial intelligence, the Internet has become an indispensable part of people's lifestyles today, and many educators will apply new technologies to teaching practice and promote changes in educational concepts and teaching modes. Through previous research, this study notes that the flipped classroom education model still has problems such as imperfect implementation, single teaching method, and lack of diversified characteristics in art teaching. Based on the flipped classroom model, this study combines regional cultural resources with art teaching curriculum, explores the new teaching mode of flipped classroom in art curriculum from the perspective of regional cultural resources, puts forward countermeasures to solve the problems by combining with case study and questionnaire research, and looks forward to the future research direction and trend, so as to stimulate the creativity of students and promote the development of art education curriculum system.

Keywords: flipped classroom, fine arts curriculum, regional culture, intelligent education

1. Introduction

With China's economic development and the progress of social science and technology, people's clothing, food, housing and transportation have become more and more convenient, and in the era of artificial intelligence education, information technology teaching has been explored in depth, and the combination of online and offline teaching mode has also been developed rapidly. Various types of intelligent teaching platforms have sprung up, providing strong support for educational innovation. The development and popularization of these platforms have provided favorable conditions for education informatization, which has led to a radical change in the way of education.

Based on the Outline of Basic Education Curriculum Reform (for Trial Implementation) and the Compulsory Education Art Curriculum Standards (2022 Edition), new requirements have been put forward for the teaching process and content of the art curriculum at the compulsory education level. In order to comply with this requirement, art teachers have begun to explore new teaching methods. Among them, "flipped classroom" has become one of the most widely used by primary and secondary school teachers.

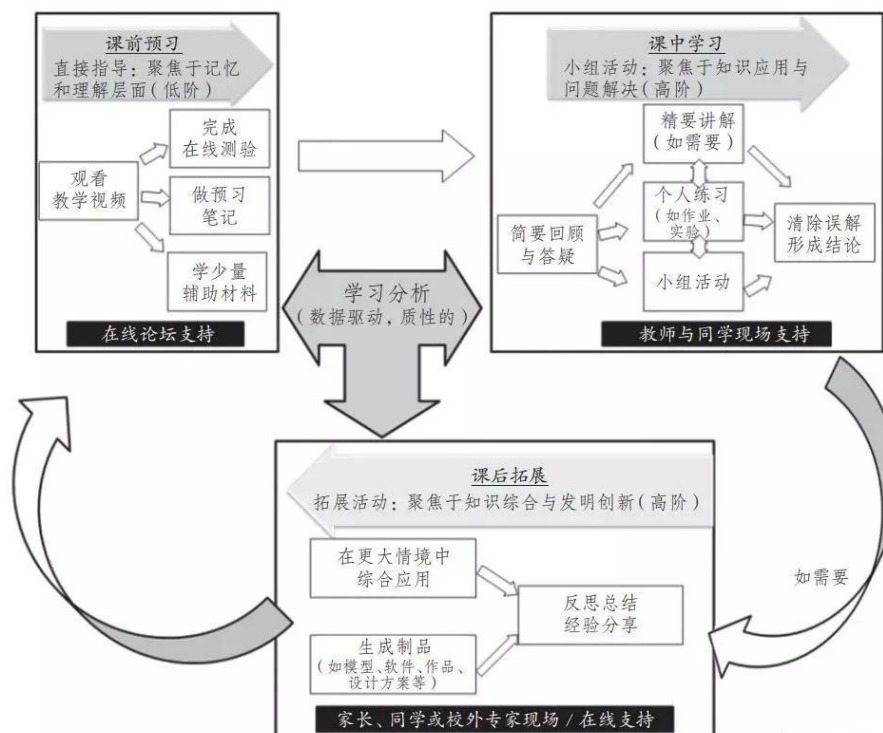


Figure 1 Flipped classroom model

Flipped classroom, formally known as "Flipped Class Model (FCM)", is generally translated as "reversed classroom" or "upside down classroom", and can also be called as It can also be

called "Flipped Classroom Model", and its model is shown above. The core concept of the flipped classroom is to make fundamental changes to the traditional learning process, so that students can master knowledge and concepts through independent learning outside the classroom, while the classroom becomes a space for teachers and students to interact and exchange information, which is mainly used for answering questions and solving puzzles, debriefing and discussion, and other teaching activities, in order to achieve better teaching results.

Flipped classroom originated in the United States and developed rapidly along with the abundance of online learning resources. In general, foreign studies are mainly applied, focusing on the implementation of the flipped classroom and the specific application of various tools. Foreign studies generally agree with the positive impact of the flipped classroom, claiming that compared with the traditional classroom, it builds a beneficial teaching environment, gives solid protection for learners' independent exploration and cooperative learning, and fully demonstrates the main role of students. At present, the teaching system of the flipped classroom in the United States has been perfected, and most schools have incorporated it into their teaching practice and adjusted it according to their own school conditions. Since 2011, China has begun to pay attention to the flipped classroom, which originated from the TED talk of the founder of Khan Academy about "reinventing education with video". In recent years, many educational researchers in China have conducted in-depth discussions on the concept of flipped classroom, its characteristics, applicability, teaching mode, support platform, and integration with other courses. In China, schools such as Chongqing Jukui Middle School and Shenzhen Kirin Middle School have put the concept of flipped classroom into practice.

According to the data of China Knowledge Network, as of December 31, 2023, there are more than 60,000 papers with "flipped classroom" as the keyword, more than 4,000 master's and doctoral theses, and more than 500 national fund projects, which are on the rise. After several years of research and promotion, flipped classroom in China has moved from the stage of theory introduction to the stage of application practice. The research scope widely involves various disciplines and specialties such as elementary basic education, junior and senior high school education and higher education. China's emphasis on education informatization as well as the research and promotion of emerging education models aims to build a fair, efficient and innovative education system to meet the development needs of the new era.

In 2011, the Ministry of Education issued the Compulsory Art Curriculum Standards for

Compulsory Education (2011 Edition), which states that the development of art curriculum resources is conducive to enriching the content of art teaching, improving the effectiveness of art teaching and highlighting the characteristics of local art education, and that schools should make full use of various local resources to carry out art teaching activities with special characteristics. The use of regional cultural resources as a new feature of the art teaching curriculum not only helps to closely follow students' lives, stimulate their interest in learning, and improve their aesthetic and creative abilities, but also realizes the living inheritance of local cultural characteristics, enriches the connotation of teaching, and is of far-reaching significance in promoting the development of art teaching.

As a treasure of our culture, the unique local customs, historical heritage and cultural relics of different places contain rich art curriculum resources. 2011, the Ministry of Education issued the "Compulsory Art Curriculum Standards for Compulsory Education (2011 Edition)", which suggests that the development of art curriculum resources is conducive to the enrichment of the content of art teaching and improving the effectiveness of art teaching and highlighting the characteristics of local art education, and that schools should make full use of various local resources to carry out art teaching activities with special characteristics. Schools should make full use of various local resources to carry out art teaching activities with special characteristics. The use of regional cultural resources as a new feature of the art teaching curriculum not only helps to closely follow students' lives, stimulate their interest in learning, and improve their aesthetic and creative abilities, but also realizes the living inheritance of the local characteristics of culture and enriches the connotation of teaching, which is of far-reaching significance to the promotion of the development of art teaching.

Giving full play to and tapping the resources of regional art courses has a profound impact on the inheritance and promotion of China's outstanding traditional culture, and at the same time injects new vitality into the regional culture. The organic integration of regional cultural resources and art curriculum not only highlights the unique charm of the curriculum, but also broadens the field of art experience for students, so that the art classroom presents a diversified and dynamic development. Under the flipped classroom teaching mode, students have more opportunities to explore the essence of regional culture and combine it with their personal creations. In addition, through the use of the flipped classroom teaching mode, China's rich and excellent regional cultural resources can be integrated into the art classroom teaching, so that the teacher is changed from a leading role to a guide, to better meet the individual needs of students. In the process of in-depth study of regional culture, teachers can

provide students with more targeted guidance to help them realize their unique artistic potential, improve their aesthetic ability and enhance their sense of national pride.

In summary, there is a unique symbiotic relationship between flipped classroom, art education and regional culture. The innovative teaching mode, the flipped classroom, has brought new vitality to art education. In this study, we advocate combining regional culture with art education and guiding students to conduct independent learning before class under the flipped classroom model, thus transforming the classroom into a stage for displaying students' thinking and creation. This change has shifted art education from overly focusing on teaching skills to placing more emphasis on cultivating students' independent thinking ability and art appreciation.

2. Literature review

2.1 Concept of flipped classroom model



Figure 2. Initial structure of the flipped classroom

In the 1990s, American physics professor Elie Mazar proposed the peer teaching method, which aims to enhance teaching dynamics. The method emphasizes the two learning stages of knowledge transfer and knowledge internalization, advocates the transformation of teachers from speakers to coaches, and focuses on mutual learning among students and resolving misunderstandings. This concept is considered the theoretical foundation of the flipped classroom. As shown in Figure 2. in 2007, American high school teachers Jonathan Bergman and Ellen Sams made up lessons for students who had missed classes, using online video courseware to allow students to learn independently. They found that this saved classroom time, which was used to solve student problems. Subsequently, they began to practice this

innovative teaching model, which has received global attention. 2010, the United States, Detroit Clintondale High School, the Bliss School and the United Way of Riverside, California, and other applications for the first time to open the "explore-flip-apply" flipped classroom "teaching model experiments, to accept the experimental After a semester course, the failure rate of each subject was reduced from 50% to about 20-30%. In addition, there are many practical cases of flipped classroom in the field of vocational training and adult education in foreign countries. For example, a U.S. nuclear energy industry group has organized internal training experts to use the flipped classroom teaching method to conduct online operation process training for employees in daily operation training."

The flipped classroom has been widely used in educational teaching practice. Reviewing the current situation of foreign research, the flipped classroom, with its significant advantages, has been gradually attracted the attention and favor of educators, and then widely used in educational teaching practice. As far as the application field is concerned, flipped classroom mainly focuses on the high school stage of higher education and basic education. From the perspective of disciplines, flipped classroom has achieved remarkable results in the teaching of physics, chemistry and other science and engineering subjects. However, it is worth noting that there is not enough research on the application of flipped classroom in art disciplines, such as art teaching, and there is a relative lack of related teaching cases. Most of the domestic flipped classroom teaching practices are based on foreign flipped classroom models, for example, in 2011, Jukui Middle School in Chongqing, China, became the first educational institution in mainland China to practice this research by drawing on the American flipped classroom model. The core concept of this model is "three flips of content", i.e., the flip of teaching purpose, teaching philosophy and teaching method. 2018, Tainan Guantian Middle School in Taiwan Province carried out the "Flipped Classroom of Science Instruction Module" flipped classroom. Module" flipped classroom experiment. In the experiment, teacher Chen Chiao-Wen summarized the flipped classroom into four steps: (1) self-study teaching aids; (2) active learning of principles; (3) understanding and internalization of concepts; and (4) sharing of self-study reports. The results of the experiment showed that students who participated in the course showed significant improvement in their grades, knowledge content and concepts.

The above case is about the current situation of the application of flipped classroom in China, and the research of flipped classroom in China presents a multi-faceted and diversified characteristics, so it is not limited to disciplines, and the research results of the flipped

classroom teaching mode in the discipline of fine arts are also increasing, and Li Xiaoqin (2018) summarizes the practice of its use in primary and middle school fine arts courses based on the mode of flipped classroom and the positive effects it produces. Wang Chao (2019) analyzes the advantages and evaluates the feasibility of using the flipped classroom in junior high school art teaching and proposes application principles. Chen Ying (2021) utilizes the flipped classroom model in the art appreciation class of Nantong No. 1 High School in Jiangsu Province, and compiles a clear teaching practice process, including pre-preparation, classroom presentation and teaching reflection, and finally takes the form of distributing questionnaires to verify the results of the flipped classroom teaching model in the high school art appreciation course, and puts forward the corresponding strategies and suggestions from the teachers' and the schools' levels respectively.

2.2 Art Education Curriculum and the Concept of Regional Cultural Resources

Fine arts education courses mainly include painting, sculpture, design, architecture, photography and other art disciplines, covering a wide range of fields such as visual arts, plastic arts and practical arts. These courses aim to cultivate students' basic understanding of fine arts, aesthetic concepts and practical abilities, and to equip them with good artistic literacy. Through art education, students' aesthetic ability is improved, their aesthetic sensibilities are cultivated, and their creative spirit and practical ability are fostered: to mold well-rounded talents. Inherit and promote national culture: through studying traditional Chinese art, students will understand and love national culture, and inherit and carry forward the national excellent art tradition.

"Regional culture" refers to the cultural traditions of a particular region of the Chinese land that have a long history, are unique and still function today. There is a difference between the broad sense and the next one. Its characteristics are regional, distinctive, inherited and functioning "material and spiritual wealth", the ecology, folklore, traditions, customs and other civilization manifestations of a particular region.

The broad dimension of regional culture covers the dual domains of material culture and spiritual culture. Material culture mainly includes local natural resources, geographic environment, historical heritage, traditional handicrafts, etc., which together constitute the unique style of regional culture. Spiritual culture encompasses regional ideologies, values, moral codes, customs and habits, which together shape the way of thinking and behavior of

the local people. The narrower aspect of regional culture focuses on the protection and inheritance of intangible cultural heritage. Intangible cultural heritage includes folklore, folk art, folk beliefs, traditional festivals, skills inheritance and so on, and these rich and diversified forms of cultural expression are important carriers of regional culture inheritance. In China, great importance has been attached to the protection and transmission of intangible cultural heritage, with governments and cultural departments at all levels actively promoting relevant work to ensure the prosperity of regional culture.

The excavation of regional cultural resources and the application of art resources can better fulfill the function of aesthetic education. The narrative characteristics of the local art relics have a very strong glycolytic effect on students of different school ages, and can play a good role in guiding students' aesthetics, thinking and behavior in the form of popular education. Integrate and refine regional cultural elements to create different regional cultural art education curriculum characteristics. As a unique art resource in art education, the excellent folk art of various ethnic regional cultures, through study and practice, enables students to understand and appreciate the connection between art and human beings, art and life, art and history, religion and other fields, and then deepen their understanding of the connotation of multi-ethnic cultures, and promote the inheritance and development of the local ethnic cultures.

2.3 Research on art education and regional culture in the flipped classroom model

As more and more researchers focus on the application of the flipped classroom in teaching and education, in the art program, some researchers and teaching staff are also gradually focusing on the application of the "flipped classroom" in the art program and regional culture. Although the concept of flipped classroom is used in some studies, the application of flipped classroom in the actual content of the study is obviously different from the scope of this study: the basic connotation of this study suggests that we should abandon the stereotyped thinking of copying and reproducing, take into full consideration the differences in China's cultural development and whether the model is applicable to China's educational development and reform, and explore a teaching method that is suitable for the development of education in China, based on China's educational reality. 的教学方式。

Table 1 Comparison between traditional high school art appreciation class and flipped classroom microtopic guide

传统高中美术鉴赏课与翻转课堂微型课题引导对比			
教学环节		传统高中美术鉴赏课	翻转课堂微型课题引导
课前准备	教师活动	精心备课	了解学生情况,划分微型课题
	学生活动	预习相关课程	自由组合,完成所选课题研究
课堂活动	教师活动	讲授、传递美术知识	组织课堂,维持纪律
			倾听、补充纠错
	学生活动	听讲、接受美术知识	汇报、展示交流
			内化吸收美术知识
课堂活动	教师活动	总结课堂效果	总结课堂效果
	学生活动	完成课后作业	无

Chen Ying launched a research on the application of the flipped classroom teaching model in the high school art appreciation course for the students in the first and second years of Nantong First High School in Jiangsu Province. By comparing and analyzing the traditional art teaching mode and the flipped classroom miniature subject guide, it was found that there are differences between the two in the teaching practice aspects. Specifically, the research compares the three links from before class, classroom and after class, and the conclusions are shown in Table 1. Although the results of the questionnaire survey showed that students preferred art teaching methods other than teacher's lecture, it also exposed the problems that some students had difficulty in grasping the important and difficult points of the course in the process of independent inquiry, and that group cooperation might lead to insufficient exercise for some students with negative attitudes.

Art education under the flipped classroom model provides a new opportunity for the inheritance and innovation of regional culture. By reforming teaching methods and means and integrating regional culture into art education, it helps to cultivate students' sense of cultural identity, creative consciousness and comprehensive quality. Let us work together to contribute to the inheritance of regional culture and the promotion of art education.

3. Teaching model construction for art courses

3.1 Establishing the principle of combining regional culture and art teaching curriculum under flipped classroom

3.1.1 Principle of integration

Under the flipped classroom teaching model, the combination of regional culture and art

teaching curriculum should follow the principle of integration. This means that in the process of curriculum design and teaching, teachers need to fully explore regional cultural resources and organically integrate them with the content of art courses. By incorporating regional cultural elements into art teaching, students' interest can be stimulated, their knowledge of and pride in local culture can be enhanced, and the teaching quality of art courses can be improved.

3.1.2 Principle of practicality

Under the flipped classroom teaching mode, the combination of regional culture and art teaching courses should focus on practicality. When developing curriculum resources, teachers should fully consider the practical application value of regional culture in art teaching. By integrating the principle of practicality into the teaching process, teachers can guide students to transform the knowledge of regional culture into practical art creation ability, thus improving students' art literacy.

3.1.3 Principle of innovativeness

Under the flipped classroom teaching mode, the combination of regional culture and art teaching courses should focus on innovation. Teachers should, on the basis of inheriting regional culture, guide students to utilize their imagination and innovate the expression of regional culture in art works. Through the implementation of the principle of innovativeness, students can better understand and inherit regional culture, while cultivating their art creation ability and innovation consciousness.

3.1.4 The principle of personalization

Under the flipped classroom teaching mode, the combination of regional culture and art teaching curriculum should focus on personalization. Teachers need to make personalized teaching plans and curriculum content according to students' interests, strengths and needs. In the teaching process, teachers should encourage students to give full play to their specialties and create art works with regional cultural characteristics. Through the implementation of the principle of personalization, students' interest in learning and art literacy can be improved, and art talents with the spirit of innovation and awareness of regional culture can be cultivated.

3.1.5 Principle of cooperativeness

Under the flipped classroom teaching mode, the combination of regional culture and art

teaching courses should emphasize cooperation. Teachers can organize students to engage in group cooperative learning, so that they can develop teamwork and communication skills in the process of exploring regional culture and creating art works together. At the same time, teachers can also cooperate with schools, communities, parents and other external resources to provide students with a rich regional culture learning environment and creative opportunities.

Through the implementation of the above five principles, the combination of regional culture and art teaching curriculum under the flipped classroom teaching mode will be closer and more effective, which will help to cultivate art talents with regional cultural awareness, innovative spirit and practical ability. In the future teaching practice, teachers should constantly adjust and improve their teaching strategies to further develop the unique role of regional culture in art teaching and contribute to the prosperity and development of art education in China.

3.2 Teaching Modeling in Art Courses

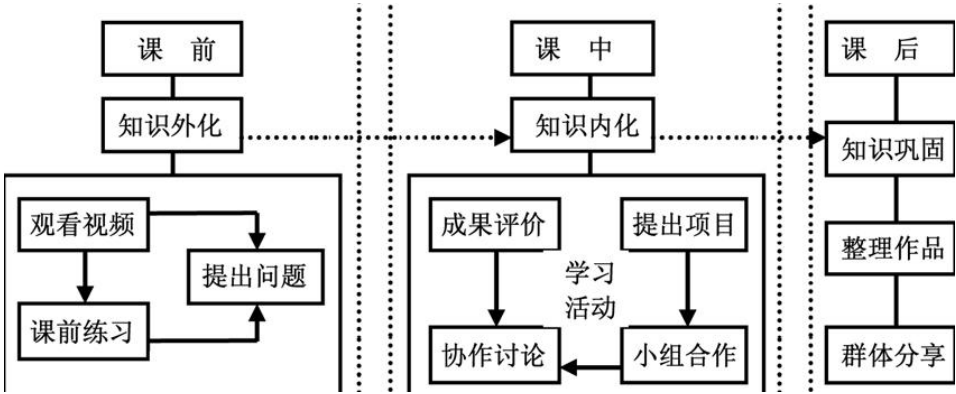


Figure 3 Pedagogical model basis

On the basis of analyzing the theoretical foundations of promoting students' healthy development, knowledge of regional culture and art education, this study proposes a model for integrating regional culture and art curriculum under the flipped classroom model based on the aforementioned theoretical foundations. And based on the relevant flipped classroom theories mentioned in this study, a specific and systematic design model for integrating regional culture in the art curriculum is constructed. This design model includes three stages: analysis and preparation, flipped classroom design model, and implementation stage. On the basis of this design model (as shown in Figure 3), the design process of regional culture and art courses under the flipped classroom model was further constructed. (As shown in Figure 4)

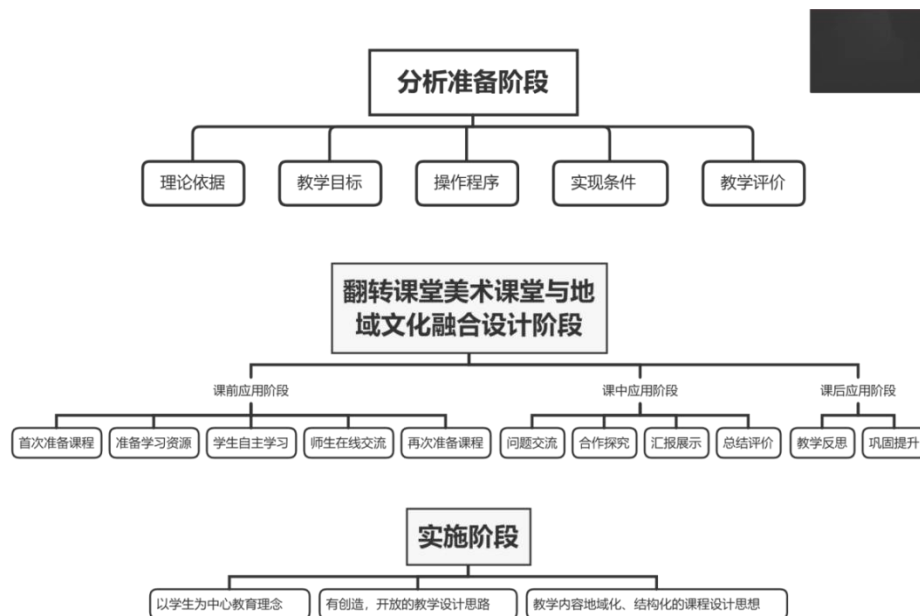


Fig. 4 The design process of the regional culture and fine arts course in the flipped classroom model

3.2.1. Analysis preparation phase

(1) Rationale

Teaching models are behavioral norms that correspond to specific teaching theories or concepts, and they are formed under the guidance of specific theories. Due to the diversity of educational concepts, various teaching models have been developed accordingly. The flipped classroom teaching model, with its theoretical basis and practical design concepts, emphasizes the dominant position of the teacher in the "student-centered" educational environment, and at the same time focuses on the integration of regional cultural resources and the art teaching classroom.

(2) Teaching objectives

Under the flipped classroom model, the goal of the regional culture and fine arts curriculum is to promote the integration of the two and to achieve teaching goals. The model breaks through the traditional method and introduces regional culture into the fine arts curriculum, so that students can interact with regional culture and improve their fine arts literacy, critical thinking, teamwork and communication skills. Teachers need to rationalize the teaching content and progress according to the developmental needs of students and pay attention to the cultivation of emotional attitudes and values. Such a teaching mode provides students with an art learning environment with humanistic heritage and cultivates art talents with regional cultural characteristics.

(3) Operating procedures

① pre-course preparation

Teachers: study of regional cultures and art curricula, and familiarity with flipped classroom concepts.

Students: preview course content and use resources for independent study.

② Classroom implementation

Introduction: stimulating interest.

Group discussion: theme and artwork discussion, teacher-led.

Sharing of results: facilitating communication.

Teacher comments: review results and explain key points.

Creative practice: hands-on work for students.

Presentation and evaluation of work: student presentation and whole class evaluation.

③ Consolidation and Expansion

Student Summary: Review what you have learned.

Teacher feedback: provides feedback on learning.

Post-lesson extension: assign homework to encourage independent learning and creativity.

(4) Conditions of realization

1. Regional cultural resources: in-depth excavation and integration of distinctive cultures and development of school-based curricula.

2. Flipped classroom implementation: changing concepts, contextualized teaching, hands-on activities.

3. Teaching staff: upgrading of qualifications, professional training, cooperation and exchanges.

4. Continuously optimize teaching resources and support the teaching force to cultivate art talents with regional cultural literacy and innovative spirit.

(5) Evaluation of Teaching and Learning

Evaluation mechanisms: process evaluation, diversified evaluation, feedback and improvement

3.2.2 Flipped classroom design phase

(一) Pre-course application phase

- (1) Preparation for in-class instruction
- (2) Teaching content selection and production
- (3) Self-directed learning scenario creation
- (4) Self-directed Learning Strategy Selection
- (5) Online communication between teachers and students
- (6) Preparation for Reassessment Teaching

(二) In-class application phase

- (1) Question exchange
- (2) collaborative inquiry
- (3) Reporting Showcase
- (4) Summarizing the evaluation

(三) Post-course application phase

- (1) Teaching Reflection
- (2) consolidating and improving

3.2.3 Implementation phase

(一) Classroom Atmosphere

Teachers should create a relaxed, free and democratic classroom atmosphere so that students can learn in a pleasant emotional state. To this end, teachers need to pay attention to students' individual differences, respect their interests and needs, encourage them to express their ideas, and cultivate their critical thinking and innovative spirit.

(1) Teaching Strategies Utilized

In the implementation stage, teachers should flexibly use teaching strategies according to the teaching content and students' characteristics. For example, teachers can use teaching methods

such as problem-driven, case study, and situation creation to guide students to gain a deeper understanding of the connection between regional culture and the art curriculum, and to increase their interest and participation in learning.

(2) Student interaction and collaboration

Teachers need to organize students for group cooperative learning, so that they can develop teamwork and communication skills in the process of common inquiry, discussion and creation. At the same time, teachers also need to pay attention to the development of individual students in the team, to ensure that each student can play to his or her strengths in cooperation, and realize the common growth of the individual and the team.

(3) Teacher Guidance and Feedback

During the implementation stage, teachers should pay timely attention to students' learning progress and needs and give targeted guidance and feedback. Teachers should be good at discovering students' strengths and weaknesses, guiding them to face up to their problems, adjusting their learning strategies, and continuously improving their art literacy and practical skills.

(4) Display and Evaluation of Works

Teachers should organize work display and evaluation activities for students, so that they can learn to appreciate the achievements of others and improve their aesthetic and evaluation abilities while displaying their own art works. Evaluation of works should focus on process and diversity, and give full consideration to students' individual differences and development needs.

Through the above strategies in the implementation stage, the combination of regional culture and art courses under the flipped classroom teaching mode can better promote the overall development of students and cultivate their regional culture awareness, innovative spirit and practical ability. In the future teaching practice, teachers should constantly adjust and improve their teaching strategies to further utilize the unique role of regional culture in art teaching and contribute to the prosperity and development of art education in China.

(ii) Assessment of student development

Student development assessment focuses on students' mastery of regional cultural knowledge and fine arts skills, as well as the development of their overall qualities such as critical

thinking, teamwork and communication skills. Assessment methods include final artwork presentation, evaluation of regular assignments, and classroom performance.

(1) Assessment of the teaching and learning process

Teaching process assessment focuses on teachers' performance in teaching design, teaching methods, classroom management and student interaction. Assessment methods include teacher self-evaluation, peer evaluation and student evaluation.

(2) Assessment of teaching resources

The assessment of teaching resources involves the excavation and utilization of regional cultural resources, as well as the equipment and maintenance of teaching hardware and software facilities. The assessment includes the richness of regional cultural resources, the updating speed and applicability of teaching resources.

(3) Assessment of the teaching and learning environment

The assessment of the teaching and learning environment focuses on the classroom climate, the school climate, and the cultural environment of the school. Indicators of the assessment include the extent to which the classroom atmosphere is relaxed, and the extent to which the school supports regional cultural education.

Through the comprehensive evaluation of the teaching effect, we can better understand the actual effect of the combination of regional culture and art courses under the flipped classroom teaching mode, and provide a strong basis for teaching improvement. In the process of continuous optimization of teaching, teachers should pay attention to the development needs of students, make full use of regional cultural resources, improve their own education and teaching level, and contribute to the cultivation of art talents with a sense of regional culture, a spirit of innovation and practical ability.

In summary, the combination of regional culture and art teaching curriculum under the flipped classroom teaching mode has realized the effective achievement of teaching goals by constructing a specific and systematic teaching model under the guidance of five principles. In the future teaching practice, teachers should continue to explore and innovate, pay attention to students' development, deeply excavate and utilize regional cultural resources, improve their own education and teaching ability, and contribute to the prosperity and development of China's art education.

4. Conclusion

Any new thing, in the process of people's acceptance and application, will inevitably encounter a lot of resistance. Flipped classroom teaching application model is bound to go through the process of continuous optimization and adjustment in the process of recognition and application in the education sector. During this period, the most critical influencing factors are mainly manifested in the following aspects.

(一) Transforming traditional concepts of education and believing in educational change

A shift in traditional concepts of education and a strong belief in educational change is essential. Teachers need to be aware of the limitations of the traditional model of education and to embrace new educational concepts and methods. Schools and the education sector also need to provide training and support to teachers to help them adapt to the new education model.

(二) Enhancing teachers' subject knowledge, instructional design skills and information literacy

Incorporating the fine arts curriculum and regional cultures into the education system can help students to better understand and appreciate their cultural backgrounds and develop their creativity and aesthetic skills. This requires teachers to have relevant subject knowledge and instructional design skills in order to organically integrate fine arts and regional cultures into the curriculum.

(三) Changing the concept of evaluation to reflect the pluralistic and developmental nature of evaluation

Changing the concept of assessment and reflecting the diversified and developmental nature of assessment can help teachers better understand students' learning and provide targeted feedback and advice. Assessment should not only focus on students' achievements, but also on their learning process and development potential.

(四) Changing the concept of teacher development to reflect the autonomy of teachers' professional development

Transforming the concept of teacher development and reflecting the autonomy of teachers' professional development can help teachers to enhance their professionalism in a sustained manner. Teachers need to realize that their professional development is an ongoing process,

and they should seek learning and development opportunities autonomously in order to continuously improve their teaching and learning.

In summary, promoting educational change requires teachers to make efforts and improvements in a number of areas. By incorporating the art curriculum and regional cultures into the education system, changing the traditional concept of education, improving teachers' subject knowledge, instructional design skills and information literacy, changing the concept of evaluation to reflect the pluralistic and developmental nature of evaluation, and changing the concept of teacher development to reflect the autonomy of teachers' professional development, we can better promote educational change, facilitate teachers' professional development, and enhance the quality of education.

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