

Research on the Regional Cultural Adaptability and Practical Pathways of Innovative Art Education Models in Hainan

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Abstract: This study focuses on the regional cultural adaptability and practical pathways of innovative art education models in Hainan. Utilizing literature review to outline theoretical findings on the integration of art education and regional culture, and employing field research to investigate various schools and art education institutions in Hainan, interviews were conducted with educators, students, and experts to assess the current state of art education and its application of regional culture. Findings reveal that Hainan's rich local cultures, such as Li and Miao cultures and maritime culture, provide unique materials for art education. However, challenges persist, including an incomplete curriculum system and a lack of teachers with regional cultural literacy. To address these issues, the study proposes the development of an art education curriculum that incorporates regional cultural characteristics across all educational stages, enhances teacher training to improve understanding and application of Hainan's regional culture, and promotes diverse artistic practice activities, such as cultural festivals and community art exhibitions, to deepen students' experience and appreciation of regional culture. This aims to foster innovative development in Hainan's art education and enhance students' artistic literacy and cultural identity.

Keywords: Hainan Art Education; Regional Culture; Innovative Models; Cultural Adaptability; Practical Pathways

1. Introduction

1.1 Research Background and Significance

In the context of globalization, cultural diversity has emerged as a prominent

characteristic of the times. The interaction and fusion of various regional cultures present challenges for inheritance while also offering opportunities for innovation. Art education, as a critical vehicle for cultural transmission and innovation, has gained increasing importance. Hainan, known for its unique regional culture, possesses rich local cultural resources, including the cultures of ethnic minorities such as the Li and Miao, as well as distinctive marine and overseas Chinese cultures. These resources provide a valuable foundation for Hainan's art education.

From a societal development perspective, the ongoing construction of Hainan's free trade port has led to a surging demand for innovative and culturally literate talent. Art education not only enhances individual aesthetic abilities but also plays an irreplaceable role in fostering innovative thinking and cultural confidence. Integrating Hainan's regional culture into innovative art education models contributes to cultivating high-quality talent that is familiar with local culture while aligning with international standards, thereby injecting new vitality into Hainan's socio-economic development.

From an educational development standpoint, China's art education is undergoing a crucial transition from traditional to modern paradigms, emphasizing quality education and cultural inheritance. Hainan's art education must align with this trend by exploring the connotations of local culture and developing corresponding innovative models to enrich the theoretical and practical framework of art education in China and promote balanced and distinctive development.

1.2 Review of Domestic and International Research

Internationally, numerous scholars focus on the integration of regional culture and art education. For instance, in the U.S., art

education emphasizes multicultural integration, incorporating local Indigenous cultures into curricula to enhance students' cultural understanding and inclusivity. In Europe, some countries utilize unique regional architecture and folklore to conduct art education practices, fostering students' love and appreciation for local culture. However, international studies primarily reflect their cultural contexts, limiting their relevance to Hainan's regional culture and art education.

Domestically, some researchers recognize the significance of regional culture in art education. In areas with ethnic minority populations, studies have explored how to integrate ethnic cultural elements into art courses, such as research on the application of Yi and Dai cultures in Southwest China. Nevertheless, in-depth and systematic studies on the innovative models of Hainan's regional culture and art education remain insufficient. Existing research often merely touches on isolated cultural elements without accurately grasping the overall characteristics of regional culture or constructing comprehensive innovative models.

1.3 Research Methods and Innovations

This study employs a literature review method, extensively gathering domestic and international literature related to art education and regional culture to establish a theoretical foundation for subsequent research. Field research is conducted in various art education institutions and schools in Hainan, interviewing educators, students, and cultural experts to gather firsthand data on the current state of art education and its application of regional culture. A case analysis method is utilized to dissect successful examples of regional culture and art education integration both domestically and internationally, summarizing lessons learned to inform innovative practices in Hainan's art education.

The innovation of this study lies in its systematic examination of the adaptability of innovative models of Hainan's art education to regional culture, thoroughly delineating the uniqueness of Hainan's regional culture and closely integrating it with art education innovation. In constructing practical pathways, the study proposes targeted and actionable strategies across multiple dimensions, including curriculum, faculty, and teaching activities, aiming to provide feasible solutions

for the development of art education in Hainan.

2. Theoretical Foundations

2.1 Theories of Art Education

Art education aims to cultivate individuals' aesthetic perception, artistic expression, and creative abilities through various art forms such as music, visual arts, and dance. Its theories encompass aesthetic appreciation, emphasizing guidance in appreciating artworks to enhance aesthetic taste and judgment; artistic creation, focusing on inspiration and technique in the creative process to foster innovative thinking; and the dissemination of art education, exploring how it effectively transmits culture and promotes cultural inheritance and exchange. Art education is not merely about imparting artistic knowledge and skills but also about conveying cultural values and shaping individual character.

2.2 Theories of Regional Culture

Regional culture refers to the unique cultural forms developed by people in specific areas over long periods of production and life. It includes material culture, such as Hainan's distinctive architecture and traditional handicrafts; institutional culture, including local customs and traditional social organization; and spiritual culture, encompassing the religious beliefs and values of the Li and Miao ethnic groups. Regional culture features locality, continuity, and uniqueness, serving as a vital source of identity and cultural confidence for people within the region. The formation of regional culture is influenced by geography, historical development, and ethnic migration. Integrating regional culture into art education can enrich teaching content and enhance the local character and cultural depth of education.

2.3 Cultural Adaptation Theory

Cultural adaptation refers to the process by which individuals or groups adjust their behaviors and perspectives to adapt to new cultural environments. In art education, cultural adaptation manifests as the alignment of the art education model with regional cultural characteristics. Art education must accommodate regional cultural traits, including values and aesthetic preferences, to effectively achieve educational goals. For example, in

Hainan's art education, teaching content and methods should align with local residents' perceptions and aesthetic habits regarding art, allowing students to engage with art education in a familiar cultural context, thereby enhancing their learning enthusiasm and effectiveness while promoting regional cultural inheritance and innovation.

3. Characteristics of Hainan's Regional Culture and the Current State of Art Education

3.1 Analysis of Hainan's Regional Culture Uniqueness

Hainan's regional culture exhibits a distinct characteristic of pluralistic fusion. Its ethnic minority cultures are deeply rooted; the Li ethnic group, as Hainan's earliest inhabitants, has a unique brocade weaving technique with exquisite patterns and vibrant colors that embody rich ethnic history and cultural information. The Miao's batik art is equally distinctive, showcasing ethnic customs through unique designs. Hainan's traditional folk culture, exemplified by the military slope festival, merges sacrificial rituals and folk-art performances, reflecting the people's respect for historical heroes and aspirations for a better life.

Hainan's maritime culture is also notable. Situated in the South China Sea, its long-standing maritime fishing history has given rise to rich marine folklore, such as sea worship rituals and fishermen's songs. The development of maritime trade has facilitated cultural exchanges, forming a unique maritime commercial culture. Additionally, as an important overseas Chinese hometown, the influence of overseas Chinese culture is evident, with the fusion of foreign cultures brought back by expatriates and local culture reflected in architectural styles and lifestyles, such as the integration of Nanyang styles and local architectural features in column buildings.

3.2 Overview of Existing Models of Art Education in Hainan

In school art education, Hainan's various educational institutions have generally established art curricula, including foundational courses in music and visual arts. Some schools have also initiated specialized art clubs, such as interest groups for Li brocade

weaving and Hainan's bayin music, to transmit local art culture through extracurricular activities. However, course offerings primarily adhere to national standards, with insufficient systematic integration of Hainan's regional culture.

Social art education institutions show diverse development patterns. There are institutions focused on traditional art training, such as Qiong opera training classes, nurturing performing talents; others introduce modern art education concepts, offering creative arts and popular music training. However, these institutions often lack depth and breadth in exploring and utilizing regional culture, primarily driven by market demand and short-term economic benefits.

Regarding art education faculty, the number of art teachers in Hainan is gradually increasing, yet some teachers lack a deep understanding of regional culture and the ability to apply it in teaching. In some remote schools, the professional structure of art teachers is imbalanced, resulting in instances of cross-disciplinary teaching that affect the quality of art education.

3.3 Analysis of the Adaptability of Existing Models to Regional Culture

The current models of art education in Hainan exhibit numerous issues regarding adaptability to regional culture. In terms of curriculum, a survey of 100 primary and secondary schools in Hainan showed that less than 20% offer specialized courses on Hainan's regional cultural arts, with an average of fewer than 1 class per week dedicated to these topics. While national standard courses provide a foundation for art education, they lack the integration of local cultural elements. For instance, in music courses, the emphasis on classical repertoire dominates, with minimal coverage of local music such as Hainan bayin or Lingao fishing songs, limiting students' understanding of local music culture to superficial levels. In visual arts, instruction on traditional handicrafts like Li brocade and coconut carving often remains at a basic introduction level, failing to delve into their artistic value and cultural significance, which does not adequately stimulate students' interest in local art.

In terms of faculty, a survey of 200 art teachers in Hainan revealed that approximately 65% self-reported a general understanding of

Hainan's regional culture, with only about 30% having participated in professional training related to regional culture. Due to a lack of systematic training, teachers struggle to effectively integrate regional cultural elements into their lessons. For example, in dance instruction, teachers may only teach basic movements of local dances such as the Li bamboo dance or Miao Panhuang dance, without elaborating on the ethnic history, cultural significance, and connections to local life, resulting in content that lacks depth and failing to showcase the allure of regional culture.

From the perspective of teaching methods and activities, current art education in Hainan predominantly employs traditional lecture and imitation-based teaching methods. The common artistic activities, such as school exhibitions and competitions, tend to be rather homogeneous and insufficiently integrated with Hainan's regional culture. For example, painting competitions often feature broad themes like "Beautiful Hometown," lacking targeted guidance toward regional cultural elements, resulting in a low proportion of student works reflecting the characteristics of Hainan's culture. Such teaching methods and activity formats fail to create an immersive learning environment for regional cultural arts, hindering students' enthusiasm and initiative for learning and obstructing their deeper understanding and innovative inheritance of Hainan's regional cultural arts.

4. Construction of Innovative Models in Hainan Art Education

4.1 Innovative Concepts Based on Regional Culture

The construction of innovative models in Hainan art education must be rooted in regional culture, balancing heritage and innovation. Regional culture is the unique advantage and essence of Hainan art education. Integrating it into the curriculum aims to foster students' deep emotional connection and identification with local culture, thus becoming a new force for cultural inheritance and innovation. In a globalized context, an open and inclusive attitude should be encouraged, allowing students to absorb the essence of diverse cultures based on a profound understanding of Hainan's regional culture,

thereby achieving innovation in artistic creation and expression. The focus should be student-centered, catering to individualized development needs while stimulating students' innovative thinking and creativity through art education. This approach ensures that students not only acquire artistic skills but also enhance their cultural literacy and overall capabilities, preparing high-quality talents for the development of Hainan's cultural and artistic sector.

4.2 Elements of the Innovative Model

The innovative model encompasses several key elements. In terms of curriculum, a multi-layered, multidimensional, and comprehensive curriculum system should be established. Beyond integrating regional cultural content into foundational art courses, specialized courses on regional cultural arts, such as the history of Hainan ethnic arts and studies on Hainan marine cultural arts, should be introduced to explore local cultural resources from various perspectives. Regarding faculty, a teaching team with solid artistic expertise and in-depth understanding of Hainan's regional culture must be developed. Regular training, academic seminars, and field studies should be organized to enhance teachers' cultural literacy and teaching capabilities. For teaching resources, local artistic and cultural resources, including folk artists, cultural venues, and historical sites, should be integrated to create a resource database, providing diverse materials and practice venues for educational activities. Student participation is crucial; encouraging active involvement in artistic creation, cultural research, and practical activities deepens their understanding and appreciation of regional cultural arts, fostering self-directed learning and innovative spirit.

4.3 Operational Mechanisms of the Innovative Model

The operationalization of the innovative model requires robust mechanisms. A dynamic curriculum adjustment mechanism should be established, updating content regularly based on the development of Hainan's regional culture, social needs, and student feedback to ensure relevance and responsiveness. In faculty training and incentive mechanisms, systematic plans should be enacted to reward teachers actively involved in regional art

education research and practice, such as through teaching excellence awards and favorable professional title assessments, thus increasing teacher engagement. A resource integration and sharing mechanism should facilitate collaboration among schools, social art education institutions, and cultural departments, enabling shared access to educational resources—for example, partnerships with local museums for art practice courses. An evaluation and feedback mechanism is essential, creating a multifaceted evaluation system to comprehensively assess students' artistic skills, cultural comprehension, and innovative outcomes, while gathering feedback from students, teachers, parents, and the community to inform ongoing improvements to the innovative model.

5. Practical Pathways for Hainan Art Education Innovation

5.1 Curriculum System Innovation Practices

In the innovation of the curriculum system, foundational course reforms should be prioritized. For instance, in music courses, an increased focus on Hainan's local music, including appreciation and performance of traditional pieces like Hainan Bayin and Danzhou Tiao Sheng, should be implemented to immerse students in the unique melodies, rhythms, and cultural nuances of local music. In visual arts, there should be an emphasis on teaching traditional crafts such as coconut carving and shell carving through hands-on experiences, enabling students to master techniques while grasping their cultural significance. Specialized courses reflecting the characteristics of Hainan's regional culture, such as Hainan ethnic art design and marine cultural arts creation, should be developed. The Hainan ethnic art design program could include courses on the innovation of Li brocade patterns and studies of traditional architectural decoration, guiding students to merge traditional elements with modern design concepts. Interdisciplinary courses that integrate history and geography with art education, such as "Cultural Geography and Arts of Hainan," can help students understand the intricate relationships between regional culture and art from a broader perspective.

5.2 Faculty Development Practices

The development of faculty is pivotal to the innovative model's success. First, pre-service training should be strengthened by increasing the proportion of regional culture-related courses in the curricula of local teacher training institutions, such as "Introduction to Hainan Regional Culture" and "History of Hainan Art." This foundational knowledge will benefit future art educators. For in-service training, regular workshops focusing on regional cultural topics should be organized, featuring expert lectures and guidance from folk artists. For example, inviting Li brocade artisans to share weaving techniques and cultural insights, or arranging field visits to cultural sites and folk villages across Hainan. A platform for teacher collaboration should be established to foster experience sharing among art educators from different schools and regions, encouraging research and exploration of regional cultural art education. Teachers demonstrating significant achievements in regional cultural education should be recognized and rewarded to motivate involvement in faculty development and teaching reform.

5.3 Innovative Practices in Teaching Methods and Activities

Innovative teaching methods should embrace experiential, inquiry-based, and project-based learning approaches. Experiential learning could involve field trips to local art cultural venues and folk villages, such as visits to the Hainan Provincial Museum, allowing students to experience the allure of ethnic art cultures firsthand. Additionally, participation in traditional events like the Junpo Festival could deepen their understanding of cultural significance and artistic expression. For inquiry-based learning, research topics related to Hainan's cultural arts, such as "The Influence of Hainan Marine Culture on Local Painting Styles," should be encouraged, guiding students to autonomously gather information and conduct research, thereby enhancing their self-learning and research skills. Project-based learning could involve real-world projects, such as designing artistic landscapes for Hainan tourist attractions, applying classroom knowledge to practical situations and improving problem-solving and innovative capabilities. In terms of innovative activities, an art culture festival reflecting

Hainan's regional culture should be organized, with events like Li brocade weaving competitions, local music composition contests, and folk-art exhibitions, enriching students' extracurricular experiences while fostering a robust cultural learning environment. Community art education initiatives should involve students in promoting Hainan's cultural arts through performances and exhibitions, enhancing their social responsibility and cultural dissemination skills.

6. Conclusions and Future Directions

6.1 Summary of Research Conclusions

This study critically examines the adaptability of current art education models in Hainan to regional culture, identifying key constraints such as an incomplete curriculum, insufficient cultural competence among faculty, and a lack of diverse teaching methods and activities. Based on this analysis, an innovative art education model rooted in regional culture is proposed, emphasizing the dual objectives of cultural inheritance and innovation. This model comprises components such as curriculum, faculty, teaching resources, and student engagement, supported by operational mechanisms like dynamic curriculum adjustments, faculty training and incentives, resource integration and sharing, and feedback evaluations. The practical approach advocates for multidimensional advancements in curriculum innovation, faculty development, and pedagogical diversification to enhance Hainan's art education integration with regional culture, fostering talent equipped with innovative and cultural competencies.

6.2 Research Limitations and Future Prospects

While this research has yielded significant findings, certain limitations persist. The exploration of the implementation variations of the innovative model across different regions and educational levels in Hainan remains insufficient. Although a mixed-methods approach was employed, there is room for improvement in the comprehensiveness and depth of data collection. Future research should broaden its scope to examine the distinctive implementation pathways of the innovative model in various counties and urban-rural educational institutions in Hainan.

Additionally, enhancing the application of big data analysis and case tracking methods could improve the precision and effectiveness of the research. As the development of Hainan Free Trade Port progresses, the field of art education faces both new opportunities and challenges, necessitating ongoing attention to industry trends and societal needs. This continuous improvement of the innovative art education model will contribute significantly to the prosperity of Hainan's cultural and artistic sectors.

Acknowledgements

2024 Hainan Provincial Education Science Planning Project: Research on the Innovation Mode of Art Education in Hainan Province under the Concept of STEAM Education (Project No. QJY20241201).

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