

Research on Intangible Cultural Heritage Education and Inheritance in Universities

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Abstract: This paper first analyzes the advantages and problems of intangible cultural heritage education and inheritance in Chinese universities, and then points out the key points of local universities in constructing the education system of intangible cultural heritage in terms of curriculum setting, textbook preparation and pedagogical reform, and perfecting teacher deployment and teaching conditions.

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1 Current situation of intangible cultural heritage education and inheritance in universities

In the Opinions on Strengthening the Protection of China's Intangible Cultural Heritage issued by the State Council in 2005, it was clearly stated that "education departments should bring the excellent content and protection knowledge of intangible cultural heritage into the teaching system to stimulate the enthusiasm of young people for the excellent traditional culture of the motherland." Bringing intangible cultural heritage education into the category of intangible cultural heritage protection and development is an important way to carry out the work of intangible cultural heritage protection in China. At the same time, active participation of colleges and universities in intangible cultural heritage is a win-win choice and a new breakthrough

in the field of higher cultural education.

1.1 Advantages of Chinese universities in carrying out intangible cultural heritage inheritance education

1.1.1 Universities have a sense of responsibility in the inheritance of intangible cultural heritage

At present, many universities have taken the lead in realizing the importance of intangible cultural heritage protection, and at the same time have carried out the work of intangible cultural heritage protection and inheritance. They have incorporated some courses related to intangible cultural heritage into the overall teaching system and carried out teaching activities in and out of class. Experts, scholars, teachers and students in many universities have carried out the practice of intangible cultural heritage protection, which has produced a large number of valuable achievements.

1.1.2 The participation of university teachers is conducive to transforming the practice of intangible cultural heritage protection and inheritance into theory

Intangible cultural heritage projects are originated from the folk. In order to better protect and inherit them, in-depth practical and theoretical research is needed in their attributes, forms, characteristics and other aspects. Experts, scholars and front-line teachers in universities have strong critical thinking skills and cultural concepts, and have the ability to transform basic work such as digging and sorting into protection and inheritance research theories, inherit and develop the studied intangible cultural heritage. Therefore, universities have significant advantages in theoretical research.

1.1.3 The large number and wide distribution of universities facilitates the inheritance of intangible cultural heritage

There are a large number of colleges and universities in China, basically all of them are in the region where intangible cultural heritage originates and spreads, so it is convenient for colleges and universities to have an in-depth understanding of the living conditions of local people and the accurate identification of their values, and it is convenient for colleges and universities to understand and grasp the real history and current status of related intangible heritage projects and other data information, so that they can take advantage of the regional advantages of local colleges and universities to collect relevant data on local projects, field research and other work.

1.2 Problems facing the development of intangible cultural heritage education in universities

1.2.1 Contemporary university students generally pay less attention to China's intangible cultural heritage

The changes in social production and lifestyles have deprived young people of the opportunity to come into contact with and understand the techniques of intangible cultural heritage. Therefore, a group of excellent intangible cultural heritage content and knowledge can be encouraged and supported into the teaching plan of universities, compile them into teaching materials, and organize students' visits to study activities, so as to arouse young people's enthusiasm for traditional Chinese culture and raise their awareness of the protection of intangible cultural heritage. The transmission of intangible cultural heritage in schools can make up for the lack of knowledge about intangible cultural heritage among young people, and provide an effective solution for the protection of intangible cultural heritage.

1.2.2 The social environment for the development of Chinese traditional handicraft has changed

Since the reform and opening up, socio-economic development and global economic integration arising from a variety of good buckwheat of cultural ideological trends, schools of traditional Chinese social structure, living patterns have had a great impact. The folk crafts with a long history in China are gradually disappearing due to the neglect of the society or the incompatibility with the development

of The Times, which brings great pressure to the protection and inheritance of intangible cultural heritage. This rapid change of traditional culture ecology has brought great pressure to the development of folk culture and art heritage.

1.2.3 The development of intangible cultural heritage universities is restricted

Intangible cultural heritage in the development of colleges and universities received inadequate curriculum resources, teachers and other aspects of the shortage. (1) Inadequate curriculum construction: Improving curriculum provision is the primary issue to promote the inheritance of intangible cultural heritage universities. At present, most universities only extend the non-legacy to other teaching contents in the curriculum. Even in some non-inherited universities, although intangible cultural heritage courses have been set up, there is no complete curriculum chain with a single curriculum type. (2) Weak faculty: Faculty is an indispensable and important component of non-genetic inheritance. The lack of faculty is one of the major bottlenecks that restrict the development of non-genetic inheritance in universities. Teachers from academy background do not have the consciousness of inheritance of non-heritage, and they cannot grasp the content of non-heritage well enough to carry on the inheritance. However, due to the limited number of inheritors and conservative thinking, the inheritors have reservations about teaching and inheritance because of the teacher-apprentice system and oral transmission of knowledge, and do not conduct in-depth research on teaching methods, which leads to poor inheritance effect and does not solve the fundamental problem of lack of teachers.

2 The key points of local universities in constructing the intangible cultural heritage education system

Local universities may, according to the actual situation, establish educational objectives suitable for the school, carry out the education of intangible cultural heritage, promote the deepening of the educational work of intangible cultural heritage, and improve the social understanding of intangible cultural heritage. It meets both the needs of students and the society.

2.1 Setting of intangible cultural heritage related courses in and out of class

As the intangible cultural heritage is the vivid embodiment of national cultural spirit, local universities should take the initiative to protect and inherit the intangible cultural heritage. It is the best way for universities to inherit and develop intangible cultural heritage by incorporating appropriate intangible cultural heritage items into the curriculum system construction. Conditional local colleges can be intangible cultural heritage education into the university teaching plan, in view of the general education and professional education consciousness, respectively, set up relevant courses, good planning objective, clear course orientation, choose appropriate teaching content and teaching methods, establish a reasonable teaching effect evaluation system.

2.2 Compilation of textbooks and reform of teaching methods

According to the actual situation of various intangible cultural heritage projects, relevant experts, scholars and intangible cultural heritage project practitioners shall be organized to compile teaching materials according to the characteristics of college education and teaching. The compilation of textbooks can take into account students' age characteristics, cognitive needs, interests and hobbies, and pay attention to the scientific nature, nationality, operability and inheritability of textbooks. Teaching methods to cultivate students' love of traditional intangible cultural heritage projects or craftsmanship skills as a starting point, highlight the practicability of teaching content, attention to practice, adopt diversified teaching methods, and in the teaching process of the use of modern means of teaching in training students'

innovative spirit and creative ability.

2.3 Improve teacher staffing and teaching conditions

On the one hand, hire a non-material cultural heritage project professionals enrich the teaching force, at the same time the attention of in-service teacher training and exercise, encourage relevant professional teachers' further education, through the study, to visit abroad, specialized training and related high level academic conference, improve their teaching and scientific research ability in this field and the academic level, gradually build up a research non-material cultural heritage issues related to the backbone of the team. On the other hand, we should strengthen the construction of teaching conditions according to the needs of discipline construction and curriculum construction. For example, an inheritance and education base can be set up on campus, and various skills inheritors can be invited to display intangible cultural heritage projects. An off-campus research and teaching practice base can also be set up in the gathering place of intangible cultural heritage resources.

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