

Exploration of the Inheritance and Innovation Carrier of National Culture in the Teaching Model of Art Design Major in Higher Vocational Colleges: Integrating Lijiang Baisha Murals into Higher Vocational Art Design Curriculum System

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Abstract: This study aims to further promote the inheritance and innovative development of intangible cultural heritage in Yunnan Province, promote the protection, inheritance, integration, and innovation of ethnic culture in Lijiang, strengthen the protection and inheritance of Baisha murals in Lijiang, and change the teaching of art design majors in vocational colleges in Yunnan. Given the lack of traditional Chinese culture and local ethnic culture, this article focuses on the teaching of art design majors in Yunnan vocational colleges. It explores the construction model of the cultural inheritance and innovation carrier of Lijiang Baisha murals to meet the spiritual and cultural needs of the local people, and efforts will be made to promote the high-quality development of the Baisha ethnic area in Lijiang.

Keywords: Baisha murals; National culture; Inheritance and innovation; Art design major

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1. Introduction

The Liuli Temple, Dabaoji Palace, and Dading Pavilion in Baisha Township, 10 kilometers north of Lijiang County, and the Dajue Palace in Shuhe Village, Baisha Township, have all been destroyed. Since all the existing murals are in Baisha Township, they are collectively called “Lijiang Baisha murals”^[1].

In the context of global economic integration, the traditional skills, customs, spiritual culture, and other artistic expressions and cultural products of Yunnan’s national culture have been greatly impacted by commercialization, resulting in a lack of culture and uniqueness^[2]. At this stage, the form of inheritance and protection of Yunnan’s national culture is relatively single. Taking Lijiang Baisha murals as an example, the research results on inheritance and protection through decorative features, digitization, cultural and creative product design, etc., account for the majority. However, from the construction of art design majors, it is

relatively rare to inherit and innovate Yunnan's national culture from the perspective of curriculum system and education integration. The inheritance and protection of Yunnan's national culture can rely on the art design major of vocational colleges to better promote the precious material culture and spiritual culture, enrich the connotation of campus culture, cultivate students' humanistic heritage and correct value sentiment, and improve the effectiveness of ideological and political work in the teaching courses of art design majors. The cultural and artistic value of Lijiang Baisha murals is used in teaching art design majors, which can help students clarify their positioning promptly, thereby providing better services and packaging for Yunnan's economic development and enhancing students' sense of identity and belonging to traditional culture, to inherit better and promote Yunnan's national culture.

2. The unique advantages of art design major teaching in vocational colleges in the inheritance of national culture

Through preliminary research and analysis, students in vocational colleges are uniquely equipped to develop and utilize their local areas. The ability and background of national culture can further promote its development. In the cognitive teaching of art design majors, it is first necessary to enhance students' identification with a national culture so that students can move from cognition to identification, from exposure to acceptance, and from examples to practice. Secondly, it is necessary to cultivate students' emotions and sense of responsibility for the region and national culture based on cognition, cultivate their family, country, and national sentiments, and promote the inheritance of national culture. The third step is to carry out professional teaching reforms to improve teaching quality, infiltrate national culture-related course content into art and design professional courses, launch national culture project modules, and form joint efforts with related disciplines to develop comprehensive application-oriented courses. These can be done by combining theory with practice, and integrating art and design professional knowledge and skill elements into the carrier of national cultural inheritance and innovation. Lastly, we must adhere to the "Three-Wide Education" throughout the teaching reform, organically integrate professional skills practice, curriculum ideological and political education, and aesthetic education teaching, strengthen students' sense of identity with Yunnan's national culture, enhance the cohesion of the multi-ethnic pattern of Yunnan Province, and enhance the national unity and social stability.

3. Extraction of the artistic dimensions of Lijiang Baisha murals and presentation of innovative carriers

Firstly, we use cultural and economic thinking to develop the cultural connotation of Lijiang Baisha murals and convert the national cultural connotation into economic value, a series of cultural and creative product designs. Secondly, based on understanding its deep cultural connotation, we create new and unique artistic symbols to revitalize the presentation form of Lijiang Baisha murals. Lastly, to clarify the relationship between the cultural elements of Lijiang Baisha murals and national culture, it is recommended to innovate the essence of Lijiang Baisha murals through extraction methods such as cultural connotation, artistic characteristics, and symbolic structure and introduce new ones so that Yunnan national culture can better adapt to the modern social economy development needs, and to protect, inherit, and promote national culture.

For example, we can select color combinations inspired by the cultural characteristics of Lijiang Baisha murals; extract patterns, totems, and other elements from Lijiang Baisha murals to innovate and integrate them to create new cultural and creative elements; use traditional crafts and modern design techniques, extract the shapes with the characteristics of Lijiang Baisha, combine traditional elements with modern popular elements,

and design cultural and creative products with a sense of the times; learn from the painting techniques of Lijiang Baisha murals, and use modern technology and new materials to create distinctive cultural and creative products; utilize design packaging that conforms to the cultural characteristics of Lijiang Baisha murals, with the theme of highlighting its cultural elements, while focusing on the practicality and aesthetics of the design to improve the market competitiveness of the product. In addition to the above methods, we can also carry out overall planning and promotion of cultural and creative products and design VI (visual identity) systems, poster advertisements, etc., that align with brand positioning to increase the visibility and influence of the products ^[3].

4. The need for reform of art design teaching model in vocational colleges

Through the investigation of the teaching models of art design majors in vocational colleges at different levels and in various regions, we link the teaching of art design majors with Lijiang Baisha murals from the teaching content, teaching methods, and other elements and create teaching design, course modules, and other innovative research to promote the reform of the teaching model of art design majors.

First of all, according to the characteristics of vocational education and teaching, we formulate teaching plans to cultivate vocational skills, build a curriculum system based on practical ability, and pay attention to the professional skills and basic culture commonly used by students in positions during the teaching process of professional skills knowledge and basic cultural knowledge, enrich and strengthen practical teaching links, and highlight the cultivation of comprehensive professional abilities and core competencies ^[4].

Secondly, constructing the art design major curriculum system should be based on local industry needs, reorganizing teaching content, introducing corporate projects, strengthening subject integration, and improving comprehensive literacy. Specifically, basic courses related to art design majors can be added, including Introduction to Design, Graphic Creativity, and other courses, so that students can have a solid professional foundation; the number of class hours of software skills courses can be increased to make up for the relevance of courses and professional positions; corresponding workshops, laboratories, and research platforms, etc., can be set up to enhance students' hands-on skill in practice, consolidate professional theoretical knowledge, and improve professional technical capabilities and professional practical skills; combined with market demand, we should change the previous single curriculum and set up courses with local characteristics of the school ^[5].

Lastly, art design majors need to realize school-enterprise cooperation, add cooperation projects, and apply theory into practice. Students can personally experience participating in social work, become familiar with the work environment and processes, and improve professional quality ^[6].

5. Research conclusion

To sum up, we take the structural reform of the curriculum as a breakthrough and further reform the teaching model of teaching content, strategies, and effects to build an art design professional teaching model that integrates curriculum development, project practice, and base construction. At the same time, this teaching model is used in teaching art design majors, taking the Baisha murals in Lijiang as an example. Through the integration of curriculum, informatization, project-based, and base-based, art design is positioned according to market demand. Teachers and students jointly completing a series of comprehensive displays of art and design works have formed an innovative educational integration implementation plan for art design professional teaching and Yunnan's national cultural heritage.

5.1. The application of Lijiang Baisha murals in the teaching of art design majors

The application of Lijiang Baisha murals in the teaching of art design majors is shown in **Figure 1** and discussed as follows.

5.1.1. Integration of course resources

In the development of the teaching curriculum for the art design major, through in-depth analysis of the knowledge resource elements contained in the Lijiang Baisha murals and establishing connections with the professional basic courses, professional core courses, professional skills courses, and other elements of the art design major, we analyze and dismantle the aesthetic thoughts, artistic knowledge, design concepts and cultural heritage, and philosophical thoughts and social thoughts contained in the Baisha murals in Lijiang. Then, according to the requirements of the course objectives, we select and import them into the knowledge resources of the art and design professional courses.

The artistic and cultural resources of Lijiang Baisha murals are integrated with the professional art design courses. The professional curriculum objectives incorporate the elements of Lijiang Baisha murals into the teaching content, implementation process, course evaluation, and quality management of the professional course.

5.1.2. Modularization of project practices

According to the teaching activity method, the teaching content of the art design major is divided into four project modules: “Art Imitation,” “Design Expression,” “Creative Practice,” and “Comprehensive Exploration.” The common feature of these four modules is that they emphasize the cultivation of practical skills, especially artistic design performance, artistic and creative practice, and skill-based comprehensive exploration with art design running through it. They all focus on strengthening the professional skills training of art and design students.

5.1.3. Resource utilization of platform construction

Through cooperation between schools, government, enterprises, and society, we will integrate and use Yunnan’s ethnic and cultural resources to create an inheritance and innovation carrier that integrates professional teaching, skills training, cultural exchanges, and social services and explore an educational mechanism to protect, inherit, and develop Yunnan’s ethnic and cultural resources. We also further develop cultural and creative industries with Yunnan’s national cultural characteristics, and enhance Yunnan’s regional economic and social development service capabilities.

Based on the disciplinary advantages of the art design major and giving full play to the mentoring role of highly skilled talents, we established a mural art studio to systematically carry out research and professional teaching in the field of murals in Baisha, Lijiang, so that students can master mural painting techniques, plastic arts, color expression, and other elements, understand Yunnan’s national cultural products, and reproduce and recreate Lijiang Baisha murals; carry out cultural exchanges and cooperation with local cultural institutions to realize the cultural inheritance and vocational education of Lijiang Baisha murals under the guidance of the integration of industry and education collaborative development and mutual benefit; create a research base for art design majors, schools and enterprises work together to create an open education mechanism for collaborative innovation such as Lijiang Baisha murals culture research, exchange, and social service platforms, and promote the contribution of vocational education to Yunnan’s regional economy and cultural industry development and promote the coordinated development and mutual benefit of Yunnan vocational education and national culture.

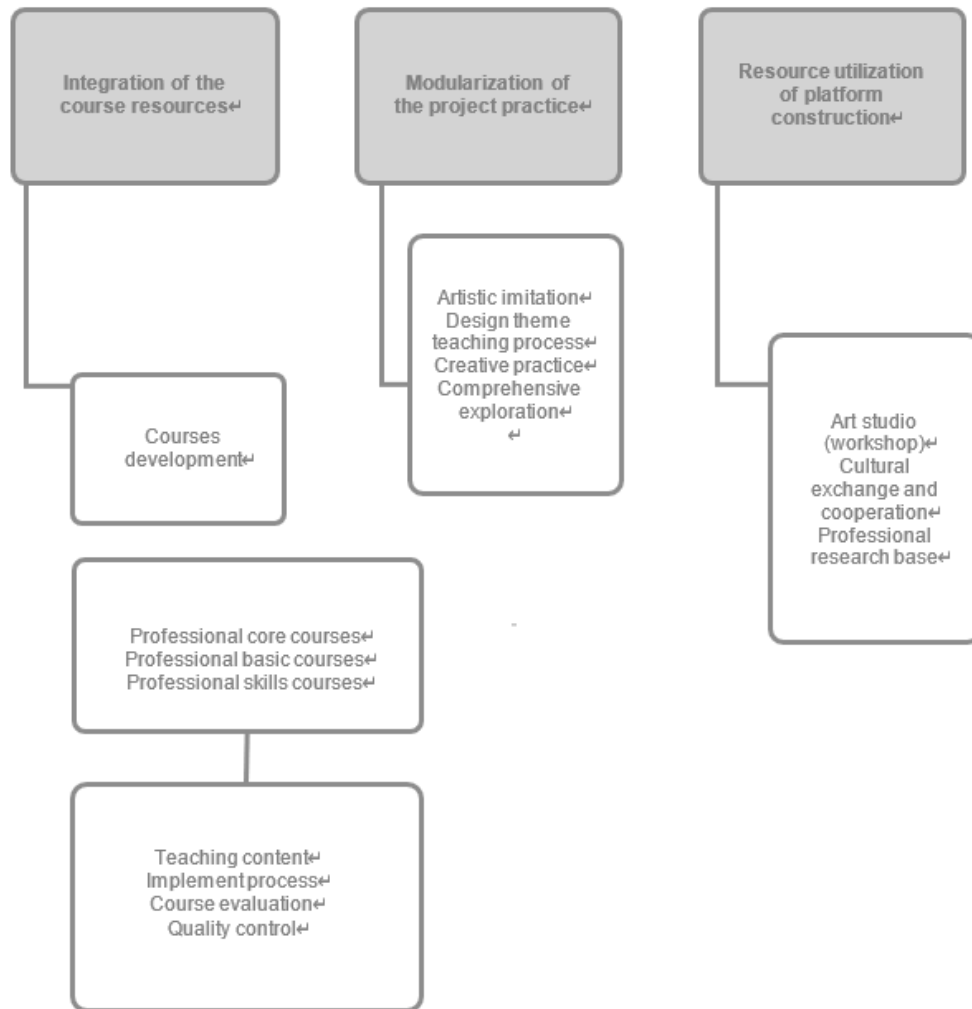


Figure 1. The application of Lijiang Baisha murals in the teaching of art design majors

5.2. Reform and improvement of the teaching model of art design major in vocational colleges

Reform and improvement of the teaching model of art design majors in vocational colleges is displayed in **Figure 2** and explained as follows.

5.2.1. Integrating teaching resources and strengthening research

The teaching of art design major courses should focus on inspiring students' interests. By displaying the more intuitive and attractive Lijiang Baisha murals, students can cultivate their interest in Yunnan national culture through traditional painting techniques and artistic modeling of Lijiang Baisha murals, color elements, and other cultural and artistic forms. This enables students to truly appreciate the effectiveness of Yunnan national culture in art design learning in the practice of literary and creative works and ultimately form a conscious exploration of the significance of traditional national culture in design practice.

5.2.2. Improving the curriculum system and building a carrier for inheritance and innovation

- (1) Improving the development of the art design professional curriculum system in vocational colleges
While further improving the development of the curriculum system, the art design major must take into account the protection and inheritance of national culture and provide courses that allow students to apply what they have learned, fundamentally achieve the development goals of protecting local

knowledge, inheriting national culture, serving the local economy, and improving the curriculum system.

(2) Constructing a career for the inheritance and innovation of art design major teaching in vocational colleges

According to the characteristics of vocational education teaching, we need to properly handle the relationship between the coordinated development of abilities, knowledge, quality, and other aspects. Theoretical teaching is for application, practical teaching is based on project training as the carrier, and the inheritance of national culture is used as the carrier. The important content of professional ethics requirements focuses on strengthening the cultivation of professional abilities and professional qualities, and is based on the curriculum positioning, building a national cultural inheritance and innovation carrier integrating “research-development-teaching.”

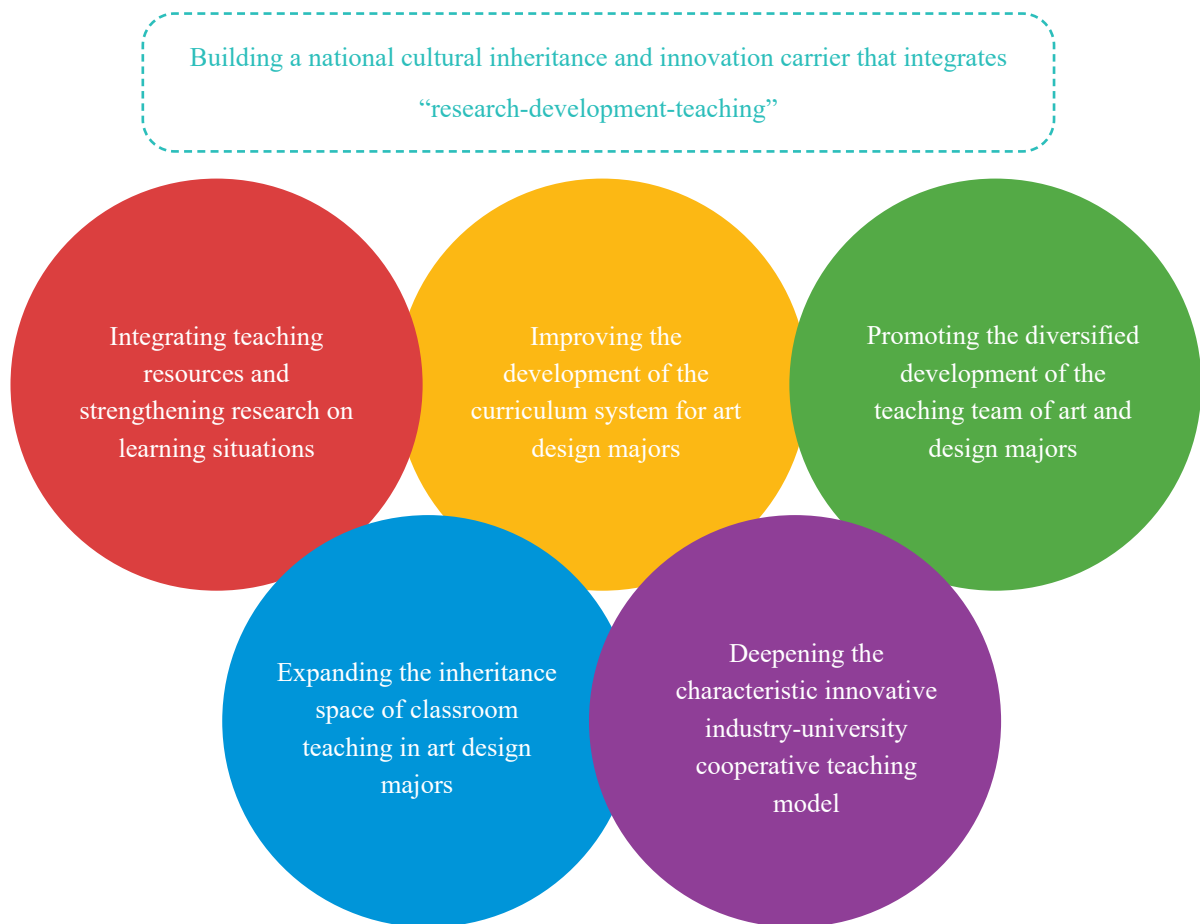


Figure 2. Reform and improvement of the teaching model of art design major in vocational colleges

5.3. Improving the diversified quality of the teaching team of art and design majors

To better promote professional development and the inheritance of national culture, professional teachers are also required to follow the development frontiers of new economies and new technologies promptly, carry out technology research and development and social services, as well as the inheritance and dissemination of national culture, and reflecting and creating diverse identities. Teachers should be good at integrating the development of multicultural concepts in curriculum teaching, using innovative teaching methods to complete the inheritance and innovation of national culture, and standardizing teaching content to cultivate students’

comprehensive qualities of knowledge, expertise, and skills.

5.4. Expanding the inheritance space of classroom teaching in art and design majors in vocational colleges

In the practical teaching of art design majors in vocational colleges in Yunnan, classroom teaching is closely integrated with campus culture, local culture, tourism market, and other areas, and the cultural resources and artistic elements in Lijiang Baisha murals are used to enrich classroom content and expand subject classroom teaching. The cooperation between art design majors teaching design in municipal departments and local private enterprises also expands the development space of national cultural inheritance. Exploring the cultural and creative works of the market-oriented Lijiang Baisha mural provides practical training for the art design major to implement national cultural inheritance and innovation, cultivate creative talent with superior skills, and find a platform for practical training.

5.5. Deepening the education model of characteristic innovative industry-university cooperation

Through the mixed use of a variety of teaching methods, students are guided to acquire knowledge through activities with students as the main body, such as creating situations, exploring and innovating, integrating the practical themes of national cultural inheritance and innovation into design works, and giving full play to students' independent exploration nature, cultivating their creative thinking and practical participation ability. In the classroom teaching, "Inheritance and Innovation - Lijiang Baisha Murals Cultural Creative Design and Teaching Achievements Exhibition" serves as the project task to stimulate students' subjective consciousness by conducting collective and group discussions, and encourage them to solve problems in learning; emphasizing social practice collaborative participation, integrating and utilizing traditional Chinese cultural resources, national cultural characteristics, and local cultural highlights to cultivate socialist builders and successors in the practice of professional skills, further build a social practice education system, and guide students to apply what they have learned to serve the needs of regional economic development in Yunnan; in practice, it is guided by the core socialist values to create a good aesthetic education atmosphere for cultural education and artistic education, so that students can realize their own sense of social responsibility and cultural mission, and convert them into learning motivation. The ability to inherit and innovate national culture has become the material carrier for the construction of cultural aesthetic education through the teaching achievements of inheriting national customs and culture and exploring the connotation of Yunnan's local culture.

Disclosure statement

The author declares no conflict of interest.

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