

# The Exploration of the Significance and Pathways for the Development of School-based Curriculum of Intangible Cultural Heritage in Ethnic Areas

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**Abstract:** School education is an important link to promote the inheritance and development of intangible cultural heritage. The development of school-based curriculum of intangible cultural heritage is an effective way for junior middle schools in minority areas to implement quality education and improve students' comprehensive quality under the guidance of the new curriculum standards. Based on this, this paper will analyze the significance and current situation of the development of school-based curriculum of intangible cultural heritage in ethnic areas, and explore the path of the development of school-based curriculum of intangible cultural heritage in ethnic areas, to promote the innovative development of intangible cultural education in ethnic areas.

**Keywords:** Intangible cultural heritage; School-based curriculum; Development path

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## 1. Introduction

With the rapid development of society and economy, intangible cultural heritage has received more attention as an important form of cultural expression. Integrating intangible cultural heritage in ethnic areas into junior middle school education and teaching can not only promote students' cognition and understanding of ethnic culture, but also stimulate their love and pursuit of ethnic culture, thus enhancing students' national pride and cultural confidence. Therefore, teachers should actively explore the effective development of the school-based curriculum of intangible cultural heritage in ethnic areas, improve the quality of intangible cultural heritage education, and train more middle school students in the new era with cultural consciousness and intangible cultural heritage awareness.

## **2. Significance of the development of school-based curriculum of intangible cultural heritage in ethnic minority areas**

### **2.1. Helping regional intangible cultural heritage inheritance**

Intangible cultural heritage carries a region's history, culture, folk customs and way of life, and is an important carrier to highlight a region's unique culture. By offering school-based courses on intangible cultural heritage, junior middle schools in ethnic minority areas can help guide students to have a deeper understanding of the intangible cultural heritage in the region, thereby enhancing their sense of identity and belonging to the excellent traditional culture of the Chinese nation, and taking the initiative to assume the responsibility of inheriting and promoting the intangible cultural heritage of the era <sup>[1]</sup>. In addition, the development of school-based courses on intangible cultural heritage in junior middle schools also broadens the channels for inheriting intangible cultural heritage. Students are the future of the motherland and an important force for cultural inheritance. Traditional non-genetic inheritance is usually carried on by non-genetic inheritors, which makes many intangible cultural heritages "little-known" to some extent. The development of school-based curriculum of intangible cultural heritage is helpful to promote the integration of intangible cultural heritage with modern education. Thus, while enriching the contents of junior high school education, the intangible cultural heritage can be more widely concerned and recognized.

### **2.2. Guiding students to build up cultural confidence**

Junior high school students are in their adolescence, full of curiosity and desire to explore new things. Through the development of the school-based curriculum of intangible cultural heritage, junior high school students can experience the unique intangible cultural heritage projects in ethnic areas by themselves in the practice of traditional crafts, the study of folk music and dance <sup>[2]</sup>. Rich and colorful intangible cultural practice activities can not only exercise students' hands-on ability and artistic expression, but also enable students to feel the charm of traditional culture in practice to further strengthen students' cultural self-confidence and make them willing to become the inheritors and advocates of Chinese national culture. In addition, the intangible cultural heritage school-based curriculum is also an effective way for junior high schools to implement quality education. In the study and practice of intangible cultural heritage, students will feel the national spirit and artistic charm contained in intangible cultural heritage projects, and understand and respect cultural diversity imperceptitiously, so as to build cultural self-confidence.

## **3. Development status of school-based curriculum of intangible cultural heritage in ethnic minority areas**

### **3.1. The theoretical guidance for the compilation of school-based textbooks still needs to be strengthened**

In the development of the school-based curriculum of intangible cultural heritage in minority areas, the compilation of school-based textbooks is very important. This requires the editors not only to have solid educational theoretical knowledge and teaching experience, but also to have a full understanding and understanding of the intangible cultural heritage in the ethnic minority areas where they are <sup>[3]</sup>. However, in the actual compilation of school-based teaching materials, many junior middle schools only ask music and art teachers to integrate local intangible cultural heritage, without taking into account the teachers' understanding of local intangible cultural heritage and their ability to control the compilation of a school-based teaching material.

As a result, there is still much room for improvement in the depth and breadth of the school-based teaching materials. In addition, the compilation of intangible cultural heritage school-based textbooks is not only a simple cultural display and knowledge transmission, but more importantly, the inheritance and promotion of national culture. At present, some of the intangible cultural heritage school-based textbooks do not fully explore the connotation of national culture in the process of writing, so that it is difficult to make students have emotional resonance, resulting in a certain gap between the teaching effectiveness of the intangible cultural heritage school-based curriculum and the expectation.

### **3.2. Teachers' intangible cultural heritage literacy and teaching ability need to be improved**

The intangible cultural heritage literacy and teaching ability of teachers is one of the important factors affecting the development of school-based curriculum of intangible cultural heritage in minority areas. On the one hand, junior high schools usually do not have full-time teachers of intangible cultural heritage school-based curriculum, but art teachers concurrently. These teachers do not have a deep grasp of the intangible cultural heritage. Although teachers have a good art professional background, they lack a comprehensive and systematic understanding of the types, forms of expression and artistic values of intangible cultural heritage in ethnic minority areas, which makes it difficult for them to accurately grasp the essence and characteristics of intangible cultural heritage projects in ethnic minority areas in the teaching process, so that students do not feel the fun of learning intangible cultural heritage<sup>[4]</sup>. On the other hand, intangible cultural heritage is rich and diverse in content, so it is a new challenge for teachers to transform intangible cultural heritage art into specific teaching content and design teaching activities that not only highlight national characteristics but also stimulate students' active participation<sup>[5]</sup>.

### **3.3. The teaching resources of the intangible cultural heritage school-based curriculum are relatively weak**

First of all, there are a large number and various types of intangible cultural heritage projects in ethnic minority areas. Although many projects have been listed in the protection list and have specific non-genetic inheritors, teachers still need to conduct in-depth exploration and practice on how to transform them into teaching contents suitable for junior high school students<sup>[6]</sup>. Secondly, the same intangible cultural heritage project also has some subtle differences in different regions. For example, the same ethnic dance also has its unique movement skills and cultural background due to regional differences. This requires the writers and teachers of the school-based intangible cultural heritage curriculum to select the most representative intangible cultural heritage teaching content to improve the quality of education and teaching. In addition, in the era of the Internet, students are more interested in electronic entertainment products such as mobile phones and tablet computers. How to make traditional intangible cultural heritage keep pace with the era with vitality and vitality is also put forward higher requirements for teaching resources.

## **4. The development path of school-based curriculum of intangible cultural heritage in minority areas**

### **4.1. Optimizing the teaching content of the school-based curriculum of intangible cultural heritage based on "student-oriented"**

The fundamental purpose of developing the school-based curriculum of intangible cultural heritage in minority

areas is to cultivate students' comprehensive quality and promote their all-round development. Therefore, teachers should adhere to the educational concept of "student-oriented" when selecting the teaching content of the school-based curriculum of intangible cultural heritage, and closely focus on students' interests, preferences, learning needs and age characteristics <sup>[7]</sup>. In this way, the intangible cultural heritage school-based curriculum can stimulate students' enthusiasm for learning and active exploration of intangible cultural heritage, and enhance students' sense of identity and belonging to national culture. First of all, teachers can use questionnaires and interviews to learn about students' cognition of the intangible cultural heritage in their ethnic areas and whether they expect the intangible cultural heritage school-based curriculum <sup>[8]</sup>. Based on the survey results and combined with the characteristic intangible cultural heritage projects in ethnic minority areas, the teaching materials of intangible cultural heritage should be compiled, and scientific and reasonable teaching contents of the intangible cultural heritage school-based curriculum should be set up according to the cognitive ability and learning needs of students of different grades, so as to further provide the effectiveness of teaching activities.

Secondly, teachers should carefully design the content of the curriculum. Connect the knowledge of intangible cultural heritage in ethnic minority areas with students' daily lives. Interactive teaching methods such as situational simulation and role play are adopted to enable students to deeply understand the connotation and value of intangible cultural heritage through participation and experience. For example, students are organized to participate in the celebration of traditional ethnic festivals, put on ethnic costumes, and make ethnic intangible cultural handicrafts by hand, so that students can understand the history and cultural story behind a certain intangible cultural heritage craft in practice <sup>[9]</sup>. In addition, teachers should also pay attention to the gradual progress of the teaching content of the intangible cultural heritage school-based curriculum. In the curriculum, follow the principle of "from easy to deep." For example, the non-heritage school-based curriculum for junior high school students can be carried out through specific folk music, folk stories, and handicrafts. Students in Grade Two and Grade Three already have a certain ability of abstract thinking, and they can be taught ethnic languages and folk stories.

## **4.2. Strengthening training and education to improve teachers' intangible cultural heritage literacy and teaching ability**

In order to improve the quality of the development of school-based courses on intangible cultural heritage in minority areas, teachers need to have good intangible cultural heritage literacy and teaching ability. Therefore, junior high schools should strengthen training and education, so that teachers can have a deeper understanding of the connotation and value of intangible cultural heritage and master the teaching methods of intangible cultural heritage, so as to effectively improve the teaching quality and effect <sup>[10]</sup>. First of all, the training content should cover the basic knowledge of intangible cultural heritage, non-genetic inheritance and development, teaching concepts and strategies and other aspects. For example, junior high schools should invite experts related to school-based education, staff from local cultural and tourism departments, and non-genetic inheritances to conduct targeted training for teachers, constantly broaden their knowledge horizons and enhance their curriculum awareness.

Secondly, in addition to theoretical learning, practice is also an important link to improve teachers' intangible cultural heritage teaching ability. Junior high schools should organize teachers to go to villages or local cultural venues with intangible cultural heritage projects to conduct field visits, experience, and research on intangible cultural heritage projects. Only when teachers feel the charm of intangible cultural heritage in person can they design more appealing teaching activities <sup>[11]</sup>. At the same time, through practical activities, teachers can

not only enrich their own intangible cultural heritage knowledge base, but also explore teaching methods suitable for contemporary junior middle school students, to more effectively stimulate students' interest and love for intangible cultural heritage in minority areas.

In addition, establishing a platform for communication and cooperation among teachers is also an effective way to improve teachers' intangible cultural heritage literacy and teaching ability. Junior middle schools should regularly organize teaching and research activities and workshops on intangible cultural heritage school-based curriculum, which can not only promote the improvement of teachers' personal professional ability, but also promote the overall level of the development of intangible cultural heritage school-based curriculum<sup>[12]</sup>. At the same time, junior middle schools should also commend and reward teachers who have innovative performance in the education and teaching of the intangible cultural heritage school-based curriculum. To encourage more teachers to actively share their own teaching experience and innovative teaching results of intangible cultural heritage school-based curriculum, to build a team of teachers who learn from each other and make progress together.

### **4.3. Making use of geographical advantages to enrich the allocation of teaching resources for intangible cultural heritage school-based courses**

The protection and inheritance of intangible cultural heritage in ethnic minority areas not only promotes ethnic unity and social harmony, but also is an important way to implement quality education and cultivate morality in junior high school education. In this context, teachers should make good use of the geographical advantages of ethnic areas and constantly enrich the allocation of teaching resources of intangible cultural heritage school-based courses. In-depth exploration and integration of local characteristic intangible cultural heritage teaching resources should be made to strengthen the epoch-making and practicability of teaching of intangible cultural heritage school-based courses, so that students can naturally feel the charm of national culture in the learning process and enhance their national self-confidence and pride<sup>[13]</sup>.

On the one hand, teachers should collect and sort out the most representative local intangible cultural heritage projects, and integrate their historical development, artistic characteristics, cultural connotations and other relevant materials. Teachers should seek the help of local cultural and tourism departments, museums, cultural centers, and scholars of relevant majors in universities to lay a solid foundation for the compilation of school-based curriculum materials and later teaching work of intangible cultural heritage. On the other hand, teachers should also rely on local resources to expand the teaching sites of intangible cultural heritage. The teaching site of the school-based curriculum of intangible cultural heritage does not have to be on campus. Teachers can organize students to visit the workshop of non-genetic inheritance and experience the production of intangible cultural heritage crafts to enrich the teaching resources of the school-based curriculum<sup>[14]</sup>.

In addition, junior high schools should also hold "intangible cultural heritage into Campus" every year to provide students with the opportunity to see intangible cultural heritage skills up close and communicate with non-genetic inheritors face to face. This kind of interactive learning not only helps to enhance students' learning interest and cognition of intangible cultural heritage, but also promotes students' emotional identification of national culture and strengthens their cultural self-confidence. With the rapid development of information technology, information-based education technology is becoming more and more developed. Junior high schools should establish and improve online intangible cultural heritage teaching platforms to build online learning space for students, which has broken through the limitations of traditional teaching activities in time and space. Teachers can encourage students to share their experiences and achievements in learning intangible cultural

heritage on social media <sup>[15]</sup>. For example, some students posted videos of themselves singing ethnic songs in front of ethnic style buildings on short video platforms, which attracted wide attention, which greatly enhanced students' confidence and sense of achievement in inheriting and promoting intangible cultural heritage in ethnic areas.

## 5. Conclusion

To sum up, in the new era, the protection and inheritance of intangible cultural heritage in ethnic minority areas has ushered in new opportunities and challenges. In this regard, junior high schools should assume the responsibility and mission of inheriting culture and serving society. By optimizing the teaching content of intangible cultural heritage school-based courses based on “student-oriented,” strengthening training and education, improving teachers' intangible cultural heritage literacy and teaching ability, and using geographical advantages to enrich the allocation of teaching resources of intangible cultural heritage school-based courses, they can enrich students' knowledge vision. It is also important to improve the core quality of students, so that they can consciously shoulder the glorious mission of inheriting and carrying forward the intangible cultural heritage.

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## Disclosure statement

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