

Research on the Value and Path of Vocational Education in Promoting the Dynamic Inheritance and Innovation of Fujian's Intangible Cultural Heritage

Yaling Zhuang*

Zhangzhou Health Vocational College, Zhangzhou, Fujian 363000, China

**Author to whom correspondence should be addressed.*

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: As an important base for cultivating technical and skilled talents in China, vocational colleges play a crucial role in promoting the dynamic inheritance and innovation of Fujian's intangible cultural heritage. In this regard, this article first briefly analyzes the value of vocational colleges in the protection of intangible cultural heritage, and then proposes effective strategies in response to the problems of vocational colleges in the inheritance and protection of intangible cultural heritage, hoping to provide some valuable references for readers.

Keywords: Vocational education; Fujian's intangible cultural heritage; Inheritance and innovation

Online publication: June 6, 2025

1. Introduction

In the new era, the party and the government attach great importance to the inheritance and development of excellent traditional culture. In 2017, China issued "Opinions on Strengthening the Education of Traditional Opera under the New Situation" and "The Outline of the National Cultural Development and Reform Plan during the 13th Five-year Plan Period." In 2018, the Ministry of Education issued "Notice on the Construction of Inheritance Bases for Excellent Traditional Chinese Culture." These policy documents clearly emphasize that "it is necessary to strengthen the inheritance and development of excellent traditional culture, providing strong policy support for the protection and innovation of intangible cultural heritage." As a major province rich in intangible cultural heritage resources in China, Fujian has abundant intangible cultural heritage resources, such as Fujian Nanyin, puppetry, Gezai Opera, woodblock New Year pictures, etc. These intangible cultural heritage resources are not only the precious spiritual wealth of the people in Fujian but also an important part of excellent traditional Chinese culture. However, with the continuous development of society and technology, a large number of intangible

cultural heritages face the risk of losing their inheritance. Therefore, in the new era, how to effectively protect these intangible cultural heritage resources that carry rich historical and cultural elements has gradually become one of the urgent problems to be solved. As an important base for cultivating professional talents in China, vocational colleges have significant advantages in promoting the inheritance and development of intangible cultural heritage. They should keep up with the trend of the times and deeply integrate vocational education with intangible cultural heritage through various methods and means ^[1]. This can not only inject new vitality into the inheritance and development of intangible cultural heritage but also improve the quality of talent training, laying a solid foundation for students' future employment and career development ^[2].

2. The significance of vocational colleges in promoting the inheritance and development of Fujian's intangible cultural heritage

2.1. Inheriting excellent traditional culture

Intangible cultural heritage is an important part of excellent traditional Chinese culture, containing rich historical elements and cultural values ^[3]. However, in the new era, with the rapid development of science and technology, some intangible cultural heritages face the risks of extinction and loss of inheritance. As an important base for cultivating technical and skilled talents in China, vocational colleges have rich educational resources and talent reserves, which can provide strong support for the inheritance and development of intangible cultural heritage. Vocational colleges can offer intangible cultural heritage courses and incorporate them into the education system ^[4]. In this way, students can deeply understand the historical development, cultural content, and memory characteristics of intangible cultural heritage, enhance their understanding and awareness of intangible cultural heritage, and thus better inherit and develop it ^[5].

2.2. Strengthening students' cultural confidence

Intangible cultural heritage is the crystallization of the wisdom of the Chinese nation, containing unique cultural elements of the Chinese nation ^[6]. It is an important carrier for implementing ideological and political education, moral education, and aesthetic education. Introducing intangible cultural heritage into vocational colleges can effectively strengthen students' national identity and enhance their cultural confidence. There are inextricable links between intangible cultural heritage and national identity. It is not only an inherent attribute of national cultural identity but also an intuitive manifestation of national identity ^[7]. China has a long history and rich culture, with abundant existing intangible cultural heritage resources. Each project and every form of culture reflects a certain period of history in the past. Vocational colleges play an important role in cultivating talents in China, and students are the main force for future construction and development in China, as well as the future hope of the nation and the country. Introducing intangible cultural heritage projects and cultures into colleges, offering intangible cultural heritage courses, and guiding students to participate, enabling them to learn and experience the production of intangible cultural heritage products firsthand, can not only deepen their understanding and perception of Chinese historical culture, enhance their cultural confidence but also enable them to understand the philosophical thoughts and moral concepts contained therein, enhance their national identity, and deeply feel the charm of intangible cultural heritage ^[8].

2.3. Improving students' aesthetic accomplishment

With the gradual deepening of educational reform, aesthetic education has gradually become one of the important

contents of vocational college education and teaching. Intangible cultural heritage contains a large number of aesthetic education resources. From its birth, inheritance, and development, it reflects the sages' pursuit of beauty and contains rich aesthetic emotions. It is a fertile cultural soil for carrying out aesthetic education in vocational colleges. Introducing it into the campus can enlighten students' minds and moisten their hearts with intangible cultural heritage, achieving the educational goal of laying a foundation and cultivating the soul. By learning intangible cultural heritage projects, students can feel the unique charm of excellent traditional Chinese culture, effectively cultivate their appreciation and aesthetic abilities, and enable them to establish correct thoughts, concepts, and cognitions, thus laying a solid foundation for their future development ^[9].

2.4. Promoting the sustainable development of vocational colleges

At present, the vocational college education system is constantly being optimized and improved. Introducing intangible cultural heritage can inject new connotations and vitality into the vocational education system. Intangible cultural heritage courses can not only teach students cultural knowledge, strengthen their cognition, and broaden their horizons but also effectively cultivate students' practical abilities, aesthetic abilities, and innovation abilities ^[10]. By participating in intangible cultural heritage project practices, students can not only learn and master intangible cultural heritage skills and have a deeper understanding of the history and culture of the Chinese nation, but also enhance their national cultural pride. In addition, the content of intangible cultural heritage courses promotes cooperation between colleges and enterprises, social structures, the government, and other institutions, and promotes the construction and development of industry-education-research integration, which can provide strong impetus for the sustainable development of colleges.

3. The paths for vocational colleges to promote the dynamic inheritance and innovation of Fujian's intangible cultural heritage

3.1. Constructing a curriculum system of "intangible cultural heritage + vocational education"

3.1.1. Modular curriculum design

Vocational colleges should construct a modular curriculum system based on students' interests and actual needs, fully combining the characteristics of Fujian's intangible cultural heritage. For example, for performance-based intangible cultural heritage projects such as Fujian Nanyin and Gezai Opera, they can be deeply integrated with "Music Courses" and "Opera and Singing" courses, and corresponding modules can be set up to enrich the teaching content and stimulate students' learning interests. For skill-based intangible cultural heritage projects such as Fuzhou bodiless lacquerware and Zhangzhou woodblock New Year pictures, they can be combined with "Arts and Crafts" and "Art Design" courses, and characteristic teaching modules can be set up. This can not only enable students to better learn and master course knowledge but also help them master intangible cultural heritage skills in practice, and improve their practical and innovation abilities.

3.1.2. Integrated theory-practice teaching

In the specific curriculum practice, teachers should adhere to the concept of "integrating theory with practice." While teaching students theoretical knowledge, teachers should carry out practical training combined with specific intangible cultural heritage projects to help students internalize knowledge and improve their practical abilities. During the research process, the research group organized and carried out teaching activities relying on the intangible cultural heritage training center. Teachers divided students into groups according to their preferences,

such as paper-cutting groups, Zhangzhou embroidery groups, puppet show groups, and woodblock New Year picture groups. Each group of students could understand intangible cultural heritage knowledge and master intangible cultural heritage skills under the guidance of intangible cultural heritage inheritors. By participating in practical operations personally, students can not only have a deeper understanding of intangible cultural heritage, improve their intangible cultural heritage skills, but also cultivate their team spirit and innovation abilities, achieving multiple benefits.

3.1.3. Developing interdisciplinary courses

At present, with the gradual deepening of vocational education reform, interdisciplinary integration has become a trend. In this regard, vocational colleges should actively explore the development of interdisciplinary courses. For example, intangible cultural heritage can be organically integrated with courses such as “Tourism Management”, “Art Design”, and “Marketing”, and courses such as the design of intangible cultural heritage-themed tourism products, the design of intangible cultural heritage-themed cultural and creative products, and the marketing planning of intangible cultural heritage-themed products can be offered. The research group tried to hold a Minnan intangible cultural heritage creative works production competition with the theme of “New Creative Power of Intangible Cultural Heritage, the Charm of Fujian is in Vogue.” Students were encouraged to innovate and design by combining modern concepts with traditional intangible cultural heritage. For example, the three-dimensional paper-cut narcissus flowers created by students were made into brooches and sold at the cultural and creative market in Zhangzhou Ancient City. In this way, not only can students’ horizons be broadened, their cognition be strengthened, and their cross-cultural abilities be cultivated, but also the inheritance and development of intangible cultural heritage can be promoted. The traditional intangible cultural heritage is organically integrated with modern concepts, making it presented in a more novel and diverse way and enhancing the popularity and social influence of intangible cultural heritage.

3.2. Building a teaching staff of “intangible cultural heritage inheritors + professional teachers”

Teachers are not only important organizers and participants in curriculum teaching, but also play a crucial role in the inheritance and development of intangible cultural heritage. In this regard, vocational colleges should strengthen the construction of the teaching staff and build a teaching staff of “intangible cultural heritage inheritors + professional teachers” to lay a foundation for promoting the inheritance and development of intangible cultural heritage.

3.2.1. Establishing a mechanism for inheritors to enter the campus

In order to improve the effectiveness of intangible cultural heritage curriculum teaching, colleges can establish a mechanism for intangible cultural heritage inheritors to enter the campus, and invite well-known intangible cultural heritage inheritors to serve as part-time teachers in the college, so as to improve the teaching effect and quality of intangible cultural heritage courses. Intangible cultural heritage inheritors have rich theoretical knowledge and practical experience. Through teaching activities, they can pass on their skills and insights to students, which can not only improve the teaching effect of intangible cultural heritage courses but also enable students to more deeply feel the powerful charm of intangible cultural heritage.

3.2.2. Strengthening teacher training

For in-school teachers, colleges should also establish and improve the teacher training mechanism to improve teachers' qualities and abilities. On the one hand, intangible cultural heritage skills training courses can be regularly organized and carried out to strengthen teachers' understanding of intangible cultural heritage and improve their teaching levels and comprehensive abilities. On the other hand, colleges should encourage teachers to participate in various intangible cultural heritage practice projects to improve their practical and innovation abilities. By participating in intangible cultural heritage projects personally, teachers can deeply feel the charm of intangible cultural heritage, understand the production methods and creative processes of intangible cultural heritage skills, and thus better integrate them into curriculum teaching, further improving the teaching effect and quality of courses.

3.3. Optimizing the teaching mode of intangible cultural heritage courses

Some teachers still use traditional teaching modes and methods in intangible cultural heritage courses, resulting in unsatisfactory teaching effects. In this regard, vocational colleges should optimize the teaching mode of intangible cultural heritage courses and adopt diversified teaching methods and models to more effectively improve the teaching effects of intangible cultural heritage courses.

3.3.1. Applying the project-based teaching method

The project-based teaching method is an innovative teaching model that emphasizes student-centered learning and can effectively stimulate students' learning interests and improve the teaching effects of courses. In this regard, teachers can apply it to intangible cultural heritage courses to improve the teaching effects. For example, in specific teaching practices, some intangible cultural heritage practice projects can be set for students. For example, students are required to complete Zhangzhou embroidery works, narcissus flower carving works, or choreograph puppet shows as semester assessments. In this way, not only can students' participation interests be effectively stimulated, but their classroom participation can be improved, but also their cognition can be deepened, and students can better learn and master intangible cultural heritage skills.

3.3.2. Applying modern educational technology

At present, educational informatization has become a trend in teaching reform. In this regard, teachers can introduce modern educational technology into intangible cultural heritage courses, and use multimedia, virtual reality, augmented reality, and other technologies to enrich the teaching content, stimulate students' learning interests, and enable them to more deeply feel the charm of intangible cultural heritage. For example, the powerful functions of virtual reality technology can be used to construct a virtual scenario for students, allowing students to observe the creative processes of various intangible cultural heritage skills up close in this scenario. This can not only effectively stimulate students' interests, enable them to intuitively understand and feel intangible cultural heritage, but also enrich their learning experiences and make them more deeply feel the charm of intangible cultural heritage. In addition, the research group also used information technology to construct an online learning platform and an intangible cultural heritage database. Through the online learning platform, students can obtain intangible cultural heritage knowledge anytime and anywhere according to their interests and actual needs, thus effectively improving their learning effects. The intangible cultural heritage database collects various intangible cultural heritage resources, and students can obtain high-quality intangible cultural heritage resources according to

their needs, further broadening their learning channels.

3.4. Promoting the integration of industry and education and school-enterprise cooperation

In order to promote the inheritance and development of intangible cultural heritage, vocational colleges should also actively cooperate with relevant enterprises, promote the integration of industry and education, and school-enterprise cooperation, and jointly cultivate intangible cultural heritage talents. On the one hand, colleges can sign cooperation agreements with relevant enterprises and jointly carry out activities such as intangible cultural heritage skills training and the research and development of intangible cultural heritage-themed cultural and creative products, enabling students to internalize knowledge in practice, better learn and master intangible cultural heritage skills, and effectively improve their innovation and practical abilities. For example, colleges can cooperate with enterprises and require students to design some cultural and creative works with the theme of “Q-version Cartoon Woodblock New Year Pictures.” In the process of participating in the design and production, students can have a deeper understanding of the historical and cultural knowledge of Zhangzhou woodblock New Year pictures, cultivate their practical and innovative abilities, and also promote the dynamic inheritance and innovative development of the ancient intangible cultural heritage of woodblock New Year pictures. On the other hand, colleges can also invite well-known entrepreneurs and outstanding practitioners to participate in intangible cultural heritage courses, and integrate some cutting-edge industry technologies, concepts, and market trends into the teaching content, enabling students to have a deeper understanding of the development trends and market conditions of intangible cultural heritage products, thus laying a foundation for their future career development.

3.5. Carrying out intangible cultural heritage practice activities

In order to promote the dynamic inheritance and innovative development of intangible cultural heritage, colleges can also actively organize and carry out practice activities to strengthen students’ cognition and enhance the popularity of intangible cultural heritage. During the research process, the research group held a paper-cutting activity with the theme of “Ingenuity Creates, Intangible Cultural Heritage Revives.” Students were guided to create paper-cut works based on popular movie and game characters such as Nezha and The Monkey King: A Hero Is Back. Students were also organized and guided to create paper-cut works with the theme of “Harmony” to participate in the Paper-cutting Skills Competition for Secondary Vocational Schools in the 2025 Fujian Vocational College Skills Competition. Through various methods and means, students’ interests in intangible cultural heritage were stimulated, enabling students to have a deeper understanding of intangible cultural heritage and master intangible cultural heritage skills in practice, thus promoting the inheritance and development of intangible cultural heritage.

4. Conclusion

In conclusion, in the new era, vocational colleges play an important role in promoting the dynamic inheritance and innovative development of intangible cultural heritage. In this regard, colleges should closely integrate intangible cultural heritage with vocational education, and through various methods and means, cultivate students’ intangible cultural heritage knowledge, strengthen their cognition, enable them to better inherit and carry forward intangible cultural heritage, and thus lay a foundation for students’ future development.

Funding

This article is the research result of the 2024–2025 Annual Planning Project of Fujian Chinese Vocational Education Society (The project number of “Research on the Value and Path of Vocational Education in Promoting the Dynamic Inheritance and Innovation of Fujian’s Intangible Cultural Heritage” is FJS242523).

Disclosure statement

The author declares no conflict of interest.

References

- [1] Zhang J, 2025, Analysis of the Curriculum Setting of Vocational Ability for Students with Intellectual Disabilities Based on the Inheritance of Intangible Cultural Heritage. *Education Circle*, 2025(2): 8–10.
- [2] Wang J, Wang YN, 2025, Research on the Path of Vocational Education Empowering the Dynamic Inheritance of Intangible Cultural Heritage. *Shanxi Science and Technology News*, January 13, 2025, A08.
- [3] Wu JJ, 2025, Exploration of the Teaching Path of Incorporating Intangible Cultural Heritage into the Chinese Pastry Course for Hearing-Impaired Students. *China Food Industry*, 2025(1): 162–164.
- [4] He Y, Du MT, 2025, Cultural Confidence Education in Ideological and Political Courses of Vocational Colleges under the Background of Intangible Cultural Heritage. *The Guide of Science & Education*, 2025(1): 48–50.
- [5] Pu WX, Yang HH, Wang RR, et al., 2024, Incorporating Intangible Cultural Heritage into Curriculum Teaching and Regional Talent Cultivation: Taking “Textile Culture Fabric Creative Design and Trial Production” as an Example. *West Leather*, 46(24): 72–74.
- [6] Peng HY, Tao JY, 2024, Strategies for Secondary Vocational Schools to Inherit and Innovate Intangible Cultural Heritage and Paths to Assist Rural Revitalization. *New Farmers*, 2024(31): 7–9.
- [7] Meng QW, 2024, Research on the Craftsman Spirit of Higher Vocational English Majors and the Inheritance of “Intangible Cultural Heritage” from the Perspective of Chinese Cultural Symbols. *Journal of Chongqing Electric Power College*, 29(5): 57–61.
- [8] Guo Y, 2024, Research on the Quality-Oriented Education System under the Background of the Integration of the Five Educations: Taking the Intangible Cultural Heritage of Abacus in Vocational Colleges as an Example. *Abacus & Mental Arithmetic*, 2024(5): 16–18.
- [9] Chen P, Shu XY, 2024, Research on the Path of Sharing Intangible Cultural Heritage Resources in Higher Vocational Education under the Integration of “Learning, Teaching, Research, Production, and Innovation”. *Grand View (Forum)*, 2024(10): 173–175.
- [10] Wang C, Liu XX, 2024, Research on the Path of Integrating the Black Pottery Culture in the Yellow River Basin into the Moral Education of Secondary Vocational Schools from the Perspective of Intangible Cultural Heritage Inheritance. *Asia-Pacific Education*, 2024(20): 67–69.

Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.