

The Integration and Innovation of Hainan's Intangible Cultural Heritage Inheritance in the Construction of Vocational Undergraduate Art Design Specialty under the Background of Free Trade Port

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Abstract: As the construction of the Hainan Free Trade Port advances, the cultural sector is facing new opportunities and challenges. Hainan's intangible cultural heritage (ICH), a treasure of local culture, is rich in unique artistic value and cultural significance, making its preservation and innovation crucial. This article focuses on the development of distinctive undergraduate art design programs, exploring the integration and innovation pathways of Hainan's ICH within these programs. By analyzing the current integration of Hainan's ICH with art design, the article identifies existing issues and proposes targeted innovative strategies, including curriculum development, teaching method reform, practical platform establishment, and faculty team building. The aim is to cultivate high-quality professionals who possess both artistic design skills and an awareness of ICH inheritance and innovation, thereby providing strong support for the development of Hainan's ICH and the cultural development of the free trade port, achieving a harmonious advancement of culture and education.

Keywords: Hainan intangible cultural heritage; Vocational undergraduate; Art design; Integrated innovation

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1. Introduction

The development of the Hainan Free Trade Port is a significant national strategic initiative. While the economy and trade are rapidly growing, enhancing cultural soft power is equally important. Hainan's intangible cultural heritage (ICH) embodies the historical memories, life wisdom, and aesthetic tastes of the people from various ethnic groups in the region, serving as a vital symbol of Hainan's culture. As an essential part of higher education, vocational undergraduate education aims to cultivate applied and skilled professionals ^[1-2]. Integrating the inheritance of

Hainan's ICH into the distinctive construction of art design programs at the vocational undergraduate level not only enriches the content of art design education and enhances students' cultural literacy and innovation capabilities but also opens new avenues for the protection and inheritance of Hainan's ICH. This initiative promotes the development of Hainan's cultural industry and supports the cultural development of the free trade port ^[3-4].

2. The unique value and artistic characteristics of Hainan's intangible cultural heritage

2.1. Diversity of intangible cultural heritage in Hainan

Hainan's intangible cultural heritage spans a wide range of fields, including traditional crafts, music and dance, drama, and folk customs. In the realm of traditional crafts, the Li ethnic group is renowned for its intricate spinning, dyeing, weaving, and embroidery techniques, each step reflecting the wisdom and creativity of the Li people ^[5]. The Miao ethnic group's traditional embroidery and batik techniques are also distinctive, showcasing their unique patterns and exquisite craftsmanship ^[6]. Traditional music and dance include Danzhou Tiaosheng, known for its lively rhythms and unique song contest format, which reflects the life and emotions of the people in the Danzhou region ^[7]. The Li ethnic group's Chai Dance is rich in ethnic flavor, symbolizing the harmonious coexistence of the Li people with nature ^[8]. In terms of traditional drama, Qiong Opera, the main form of drama in Hainan, blends the local dialect, music, and folk stories, offering a unique artistic charm. Among the traditional folk customs, the March 3rd Festival of the Li and Miao ethnic groups is a significant event for the minority communities in Hainan, featuring a variety of activities such as sacrifices, song contests, and dances, which help to preserve and promote ethnic culture ^[9].

2.2. Artistic characteristics

Hainan's intangible cultural heritage (ICH) is characterized by distinct regional features and ethnic styles. In terms of patterns, it often incorporates natural elements such as marine life and tropical plants, highlighting Hainan's unique natural environment. In terms of color, Li ethnic brocade predominantly uses vibrant colors like red, yellow, and blue, creating a striking contrast that is visually impactful ^[10]. Miao embroidery and batik, on the other hand, primarily use blue and white, reflecting the Miao people's appreciation for nature with a fresh and elegant style. In terms of design, Hainan's ICH works emphasize the integration of practicality and artistry ^[11]. For example, the Li boat-shaped house construction technique not only meets living needs but also embodies the Li people's migration history and cultural significance through its distinctive boat shape. In terms of craftsmanship, Hainan's ICH is renowned for its exquisite and delicate workmanship. For instance, Hainan coconut carving transforms ordinary coconut shells into exquisite artworks through techniques such as carving and inlaying ^[12-13].

3. The goal and demand of the construction of characteristics of vocational undergraduate art design majors

3.1. Training objectives

The vocational bachelor's degree in art design is designed to cultivate well-rounded individuals who excel in moral, intellectual, physical, aesthetic, and labor aspects. Graduates will have a solid foundation in art design theory and practical skills, along with innovative capabilities and a craftsman's spirit. They will be capable of engaging in design, production, and management roles in the art design field ^[14]. Students should master the fundamental principles and methods of art design, be proficient in using various design software and tools, and

possess strong creative expression and aesthetic abilities. Additionally, they should demonstrate good professional ethics and teamwork, and be adaptable to the demands of social and economic development and industry changes ^[15].

3.2. Industry demand

With the rapid development of the cultural and creative industry, the demand for talent in the art design sector is becoming more diverse and sophisticated. On one hand, companies need innovative and practical design professionals who can create products and works that are competitive in the market ^[16]. On the other hand, there is a growing demand for individuals with cultural heritage and an innovative spirit. In the context of the Hainan Free Trade Port, industries such as cultural tourism and the development of distinctive cultural and creative products are thriving. There is a significant need for professionals who can integrate local Hainan cultural elements into their designs, thereby infusing new vitality into the industry ^[17].

4. Analysis of the integration of Hainan's intangible cultural heritage inheritance and vocational undergraduate art design majors

4.1. Practice exploration of integration

Currently, some vocational undergraduate institutions in Hainan have started to integrate Hainan's intangible cultural heritage (ICH) with art design programs. In terms of curriculum, these institutions offer elective courses related to Hainan's ICH, such as Li ethnic group brocade weaving and Hainan coconut carving, to help students understand and learn about the basic knowledge and skills of Hainan's ICH. In teaching practice, teachers guide students to incorporate elements of Hainan's ICH into their design projects and competitions. For example, they organize students to design cultural and creative products themed around Hainan's ICH and participate in various design competitions, achieving notable results. Additionally, some institutions collaborate with ICH inheritors and enterprises to establish internship and training bases, providing practical opportunities for students to engage closely with and learn from ICH techniques ^[18].

4.2. Existing problems

Despite some achievements, numerous challenges remain in the integration process. Firstly, the curriculum system is incomplete and lacks systematicness and coherence. Most existing intangible cultural heritage (ICH) courses are elective, with limited class hours, failing to form a comprehensive curriculum that enables students to deeply study and master ICH knowledge and skills ^[19]. Secondly, the teaching methods are monotonous, focusing primarily on theoretical instruction, while practical teaching components are weak, leaving students without opportunities for hands-on practice or innovative application. Furthermore, there is a shortage of qualified teachers, as most lack the necessary professional background and practical experience in ICH, hindering high-quality teaching and guidance. Additionally, the collaboration between schools and enterprises is not deep enough, with loose cooperation forms and a lack of long-term mechanisms, which hinders the full play of enterprises in talent development ^[20].

5. Integration strategies of Hainan's intangible cultural heritage inheritance in the construction of characteristic professional art design majors at the vocational

undergraduate level

5.1. Build a curriculum system integrating Hainan's intangible cultural heritage

5.1.1. The basic curriculum integrates elements of intangible cultural heritage

In the foundational courses of art design, such as design sketching, color composition, and plane composition, elements like patterns, colors, and shapes from Hainan's intangible cultural heritage (ICH) are integrated. By analyzing the artistic features of Hainan's ICH works, students are guided to learn and draw inspiration from these elements, thereby enhancing their understanding and appreciation of local culture. For instance, in the design sketching course, students can be assigned to sketch and create works based on Hainan coconut carving and Li brocade patterns, allowing them to gain a deeper understanding of the structural forms and line characteristics of these designs.

5.1.2. Specialized courses are set up in the direction of intangible cultural heritage

In the professional curriculum, a module on Hainan's intangible cultural heritage (ICH) inheritance and innovation is established. This includes practical training in traditional Li ethnic group spinning, dyeing, weaving, and embroidery techniques, research into traditional architectural decoration art in Hainan, and design of ICH-themed cultural and creative products. These courses emphasize practical teaching, inviting ICH inheritors or industry experts to teach, enabling students to systematically learn about ICH skills and cultural significance, and apply them to their professional designs.

5.1.3. Special lectures and elective courses on intangible cultural heritage will be set up

Regularly organize specialized lectures on Hainan's intangible cultural heritage (ICH), inviting experts, scholars, and inheritors to share insights into the historical roots, current protection status, and innovative development of Hainan's ICH, thereby broadening students' perspectives. Additionally, a variety of elective courses on ICH are offered, such as the culture and art of the Miao people in Hainan and research on the navigation routes of the South China Sea, to cater to students' individual learning needs.

5.2. Innovative teaching methods and means

5.2.1. Project teaching

Using Hainan's intangible cultural heritage (ICH) projects as a platform, project-based teaching is implemented. Teachers collaborate with ICH enterprises and cultural institutions to undertake practical projects, such as designing spaces for showcasing Hainan's ICH culture and creating themed tourism souvenirs. Students are divided into project teams and, under the guidance of teachers, they complete the entire process from project research, design planning, implementation of the plan, to the final presentation. Through this project-based approach, students' practical skills, innovation, and teamwork are developed.

5.2.2. Digital teaching

Leverage modern information technology to implement digital teaching. By establishing a digital resource library for Hainan's intangible cultural heritage (ICH), we can collect and organize images, videos, and audio materials, providing rich resources for educational purposes. Additionally, by utilizing technologies such as virtual reality (VR) and augmented reality (AR), students can experience the charm of Hainan's ICH in a vivid and immersive way. For example, a virtual exhibition platform for Hainan's ICH can be developed, allowing students to visit exhibitions and learn about ICH skills anytime and anywhere via their computers or mobile phones.

5.2.3. Practical teaching

Enhance practical teaching components and establish a comprehensive practical teaching system. In addition to collaborating with intangible cultural heritage (ICH) enterprises and inheritors to set up internship and training bases, students can also participate in various ICH activities, such as ICH inheritance experience sessions and cultural outreach programs. Encourage students to engage in the protection and inheritance of ICH projects, such as assisting ICH inheritors in organizing materials and recording instructional videos, thereby enhancing their understanding and ability to pass on ICH through practical experience.

6. Innovative path of intangible cultural heritage inheritance in the construction of characteristic professional art design majors at the vocational undergraduate level in Hainan

6.1. Industry-university-research collaborative innovation

6.1.1. Establish a platform for industry-university-research cooperation

Vocational colleges should collaborate with government departments, intangible cultural heritage (ICH) research institutions, and enterprises to establish a platform for industry-university-research cooperation. This platform aims to integrate resources from all parties and jointly conduct research and practice on the inheritance and innovation of Hainan's ICH. The platform can regularly organize academic exchanges, project seminars, and other activities to enhance communication and collaboration among the industry, university, and research sectors. For example, the School of Art and International Design at Sanya College has partnered with the Sanya Nanshan International ICH Center to host the Nanshan ICH Space Construction Festival. Through creative spatial design, this festival aims to create a unique ICH cultural experience venue, enhancing the display and experience of Hainan's ICH culture and boosting its local influence.

6.1.2. Cooperation in scientific research projects

Institutions and partner organizations can collaborate on research projects focusing on key issues of intangible cultural heritage (ICH) inheritance and innovation in Hainan. For example, they can explore innovative applications of ICH in modern design and the digital preservation and inheritance technologies for ICH in Hainan. Through these research projects, practical problems can be addressed, and the research and innovation capabilities of teachers and students can be enhanced. Additionally, the outcomes of these research projects can be transformed into practical productivity, thereby promoting the development of Hainan's ICH industry.

6.2. Development and marketing of cultural and creative products

6.2.1. Creative design and development

Encourage teachers and students to draw inspiration from Hainan's intangible cultural heritage (ICH) for the creative design and development of cultural and creative products. Explore the cultural significance and artistic value of Hainan's ICH, integrating modern design concepts and market demands to create innovative, practical, and competitive cultural and creative products. For example, incorporate the Li ethnic group's brocade patterns into clothing, accessories, and home items to develop fashionable products with ethnic characteristics; design small, portable souvenirs based on Hainan coconut carving.

6.2.2. Marketing and marketing

Establish effective market promotion and marketing mechanisms to introduce the developed cultural and creative products to the market. Utilize e-commerce platforms, cultural exhibitions, and tourist attractions for product display and sales. Additionally, enhance brand building by creating a Hainan-characteristic intangible cultural heritage (ICH) cultural and creative brand to boost product recognition and reputation. For example, participate in international events like the China International Consumer Goods Expo to showcase and sell Hainan's ICH cultural and creative products, thereby enhancing their global influence.

6.3. International exchange and cooperation

6.3.1. Participate in international intangible cultural heritage exchange activities

Encourage vocational colleges and their faculty and students to actively participate in international intangible cultural heritage (ICH) exchange activities, such as those organized by UNESCO and the International ICH Forum. By participating in these events, they can showcase the unique charm of Hainan's ICH, learn from advanced international practices in ICH protection and inheritance, and enhance the international recognition and influence of Hainan's ICH.

6.3.2. Carry out international cooperation projects

Collaborate with international universities and cultural institutions to jointly conduct research, teaching, and the inheritance of Hainan's intangible cultural heritage. For example, co-develop courses related to intangible cultural heritage with foreign universities, organize student exchange programs, and promote cultural exchange and integration. Additionally, introduce advanced design concepts and technologies from abroad to provide new ideas and methods for the innovative development of Hainan's intangible cultural heritage.

7. Building a faculty team

7.1. Cultivate the intangible cultural heritage literacy of teachers in schools

Regularly organize art and design faculty members to attend intangible cultural heritage (ICH) training courses and academic seminars, inviting ICH experts and practitioners to teach and provide guidance. Encourage teachers to conduct in-depth research on Hainan's ICH, engage in relevant scientific research projects, and implement teaching reforms. For example, select teachers for internships at ICH heritage bases to learn from the skills and experiences of ICH practitioners, thereby enhancing their practical skills and teaching abilities.

7.2. Introduction of professional talents in intangible cultural heritage

Actively recruit talents with expertise in intangible cultural heritage (ICH) and practical experience to strengthen the teaching staff. Hire ICH inheritors and scholars as full-time or part-time teachers to provide students with more professional guidance. Additionally, establish ICH master studios, inviting ICH masters to the school to conduct teaching, research, and creative activities, thereby fostering students' craftsmanship and innovation.

8. Conclusion

Integrating the inheritance of Hainan's intangible cultural heritage (ICH) into the distinctive construction of vocational undergraduate art design programs is a significant step to meet the demands of the times and promote

cultural innovation. By developing a curriculum that integrates Hainan's ICH, innovating teaching methods, exploring collaborative innovation pathways among industry, academia, and research, enhancing the development and market promotion of cultural and creative products, and engaging in international exchanges and cooperation, people can cultivate art design professionals with innovative capabilities and a deep cultural foundation. This will provide robust talent support and intellectual backing for the protection and inheritance of Hainan's ICH, the development of the cultural industry, and the cultural development of the free trade port. In future development, it is essential to continuously summarize experiences and advance integration and innovation efforts, ensuring that Hainan's ICH thrives and remains vibrant in vocational undergraduate art design education.

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