

Exploration and Practice of Integrating "Intangible Cultural Heritage" Culture into Art Education in Colleges and Universities

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Abstract: *With the rapid development of the social economy and the continuous integration of cultures, China vigorously advocates promoting traditional intangible cultural heritage. This is because intangible cultural heritage faces a crisis of loss and decline, and urgent protection is needed. In this context, as an important platform for cultural dissemination, art education in colleges and universities should give full play to its own advantages. On the one hand, colleges and universities can integrate intangible cultural heritage into art education courses through rich teaching resources and diverse teaching methods to improve students' cognitive level of intangible cultural heritage. On the other hand, colleges and universities can also organize students to participate in intangible cultural heritage practice activities, such as visiting exhibitions and learning traditional skills, to enhance students' sense of experience and identity with intangible cultural heritage. This paper deeply discusses the exploration and practice of integrating intangible cultural heritage into art education in colleges and universities, aiming to promote the inheritance and development of intangible cultural heritage and, at the same time, provide useful references for education so that art education in colleges and universities can play a greater role in the inheritance of intangible cultural heritage.*

Keywords: Art education in colleges and universities, Intangible cultural heritage, Integration path, Exploration and practice

1. Introduction

Intangible cultural heritage is the crystallization of human wisdom and creativity, carrying national culture's unique spirit and value. By proposing a series of measures such as transforming the integrated education concept in art teaching in colleges and universities, introducing intangible cultural heritage knowledge in classroom teaching, strengthening intangible cultural heritage education in cultural activities, and integrating intangible cultural heritage elements in evaluation innovation, a well integrated environment can be created for students, improving their sense of identity with traditional culture, enhancing students' aesthetic taste and moral sentiment, and cultivating self-confidence and national pride.

2. Transforming the integrated education concept in art teaching in colleges and universities and creating a good integrated environment

In the modern teaching environment, some colleges and universities have the problem of weak integrated education concepts. This phenomenon is truly worrying because it is like an

insurmountable gap, seriously hindering the all-round development of education and the improvement of students' comprehensive qualities. Due to the significant differences between the current teaching concepts and students' ways of thinking, it is impossible to construct an all-round framework model. Take art appreciation as an example. In front of some art appreciation works, students are limited by their own cognitive levels and often can only superficially understand the content of art works. They may be able to see the surface colors and compositions, but it is difficult to deeply explore the profound emotions, historical backgrounds and cultural connotations behind the works, thus unable to truly appreciate the real artistic value and cultural inheritance that art works bring to people.

The inheritance history of intangible cultural heritage and art has a long history, like a treasure trove with endless treasures. It carries the wisdom and emotions of our ancestors and has extremely high cultural value. Colleges and universities, as important places for knowledge dissemination and cultural inheritance, should play the pioneering role of propaganda for educational integration. As the main body, colleges and universities should regularly organize some public courses, main forums, seminars, publicity activities related to intangible cultural heritage and art education, etc., so that intangible cultural heritage can integrate into students' study and life like the gentle rain and breeze. They can also invite famous experts and professors from society to give speeches at the school. With their rich experience and profound knowledge, they explain the importance of integrating intangible cultural heritage into art education simply and understandably.

Through these measures, the single traditional teaching mode is gradually transformed in the direction of educational integration, bringing new opportunities for educational development. In addition, schools should also fully consider the diversity of students' cultural needs. Starting from the different cultural needs of students, carefully design some practical activities that conform to students' interests and hobbies. For example, organize and carry out community activities such as handicraft making, paper-cutting and painting to provide a platform for students to show themselves. In these activities, students can fully play with their creativity and imagination and show their inner thoughts through the tools and materials in their hands. These activities encourage students to actively participate and create a good integration environment, allowing them to feel the charm of intangible cultural heritage and art in practice and improve their comprehensive qualities.

3. Introducing intangible cultural heritage knowledge in classroom teaching and improving students' sense of identity with traditional culture

The introduction of intangible cultural heritage knowledge in classroom teaching and the improvement of the sense of identity with traditional culture. In classroom teaching, teachers should focus on infiltrating intangible cultural heritage knowledge so that students can understand and feel the connotation of traditional culture while learning textbook knowledge and improving their sense of identity with traditional culture. Classroom teaching, as the main carrier of intangible cultural heritage inheritance, shoulders an important historical responsibility. Integrating intangible cultural heritage culture into classroom teaching can make the course content richer and more diversified and enhance the attractiveness and effectiveness of classroom teaching. By combining society, life, and things around, intangible cultural heritage can provide students with a more vivid and concrete learning experience, helping students better understand and master knowledge and improve teaching quality.

For example, when learning "Silk Road Customs", teachers can show students the former glory and civilization of the Silk Road through multimedia, and at the same time, highlight the current style and achievements of cities along the Silk Road. In addition, teachers can gain knowledge about the intangible cultural heritage of Sichuan embroidery. Sichuan embroidery is one of the four famous embroideries in China, and it is famous for its delicacy, exquisiteness, and bright colors. Sichuan embroidery is represented by Shu embroidery, which has a long history. The embroiderers of Shu embroidery are excellent, and the embroideries are vivid and lifelike and are known as "one scene per stitch". The stitch techniques of Shu embroidery are rigorous, including 12 major categories and 122 kinds. Commonly used stitch techniques include shading stitch, rolling stitch, cutting stitch, blending stitch, sand stitch, and covering stitch etc. Embroiders need to have superb skills and patience, and every stitch and thread is filled with the efforts and emotions of the embroiders. In this way, it can stimulate students' enthusiasm for learning, enliven the classroom atmosphere, improve the sense of identity with traditional culture, and achieve the effect of cultural inheritance. Let students swim freely in the ocean of knowledge and at the same time, deeply feel the broadness, profoundness, and unique charm of intangible cultural heritage.

4. Strengthening intangible cultural heritage education in cultural activities and enhancing students' aesthetic taste and moral sentiment

In the cultural activities of the school, a series of wonderful activities closely related to the traditional intangible cultural heritage can indeed be carefully organized and carried out, such as charming dances, melodious and touching vocal music, creative paintings, ingenious traditional handicrafts, and charming calligraphy competitions, fascinating intangible cultural heritage experiments and other cultural activities. Through these rich, colorful and meaningful activities, students can understand the long-standing and profound traditional intangible cultural heritage more comprehensively and in-depth and then take solid steps on the road of inheritance. This can not only significantly enhance students' aesthetic taste and enable them to have a pair of eyes good at discovering beauty but also greatly improve their moral sentiments, cultivate noble moral character and good behavior norms.

At the same time, we should focus on strengthening the positive role of teachers in the inheritance of intangible cultural heritage and continuously strengthen teachers' professional quality and artistic accomplishment. Only in this way can we better promote the improvement of teaching effects and bring students a better educational experience. For example, a grand club activity competition of traditional handicrafts can be held, with the theme clearly defined as "Intangible Cultural Heritage - Paper Cutting". Chinese paper cutting is the art of elaborate carving and cutting various exquisite patterns on paper with scissors or engraving knives. It condenses the Chinese people's infinite wisdom and extraordinary creativity and is undoubtedly a brilliant pearl in Chinese traditional culture.

It ingeniously decorates ordinary life as poetic and picturesque, complements various folk customs activities, and shows a unique artistic charm. Teachers can arrange for students to participate in the competition to give full play to their imagination and creativity within the prescribed time and cut out the paper-cut works they think are the most satisfactory. Then, through a fair and impartial voting method, select the best works and display them on the public board of the school, and give corresponding encouragement and rewards. In this unique way, students acquire valuable knowledge, vigorously promote Chinese traditional culture, and greatly enrich their after-school lives. Focusing on strengthening the education of intangible cultural heritage in cultural activities can strongly attract students' interest, stimulate students'

strong willingness to protect intangible cultural heritage, let them deeply understand the huge cultural value contained in intangible cultural heritage, and thus gradually cultivate students' historical literacy and deep feelings.

5. Integrating intangible cultural heritage elements in evaluation innovation and cultivating students' cultural confidence

Evaluation innovation is a crucial feedback and summary of students' learning achievements. In the field of inheritance of intangible cultural heritage and traditional culture, this innovation should be fully reflected. Intangible cultural heritage and traditional culture, as the crystallization of the wisdom and spirit of the Chinese nation, need innovative evaluation methods to escort its inheritance. With the help of process evaluation and phased evaluation, it is possible to comprehensively and meticulously reflect students' learning mastery and teachers' cultural cultivation level. It is of great significance to carry out the learning evaluation of intangible cultural heritage in real-time throughout the learning process. When students are engaged in learning about intangible cultural heritage, pointing out their deficiencies and mistakes in a timely manner and conducting detailed feedback and summaries is like lighting a lamp on their way forward. It can help students increase their self-confidence and enhance their sense of national responsibility, making them deeply aware of the important mission of inheriting intangible cultural heritage. This sense of responsibility will prompt them to study and inherit it more attentively, regarding intangible cultural heritage as their responsibility and honor. Phased examinations are also an effective way to reflect students' mastery. Through oral expression, students can exercise their ability to clearly elaborate their insights on intangible cultural heritage; group discussions cultivate their spirit of cooperation and communication, deepening their understanding of intangible cultural heritage through the collision of ideas; multimedia presentations provide students with a platform to show creativity and talent, presenting the learning results in a rich and diverse form. In addition, teachers must attach importance to the evaluation of students' classes and carefully guide students to deeply penetrate intangible cultural heritage and traditional culture. The guidance of teachers is like a key that can open the door for students to deeply understand intangible cultural heritage. Inspire and inspire students to gradually transition from the initial shallow understanding to a deeper understanding of its cultural value and historical significance, thereby effectively promoting students to achieve independent exploration and creatively complete the learning of intangible cultural heritage.

Actively encourage students to actively participate and fully cultivate students' sense of cooperation and innovative thinking. In this process, students learn from each other, inspire each other, and grow together. At the same time, the evaluation content should be simple and clear, precisely covering the examination of the understanding and application ability of traditional culture to ensure that students fully experience the unique charm of intangible cultural heritage and traditional culture in the evaluation process. When students can clearly feel the broadness, profoundness and endless charm of intangible cultural heritage and traditional culture, the enthusiasm for inheritance and promotion in their hearts will be naturally stimulated, thus making them more actively involved in the inheritance and development of intangible cultural heritage and traditional culture.

6. Conclusion

To sum up, China's intangible cultural heritage has a long history, like a brilliant galaxy shining with a unique and charming light. As a rich and unique cultural form, it carries the wisdom and

emotions of the Chinese nation for thousands of years and is of great significance for promoting national culture and facilitating exchanges. Intangible cultural heritage is a symbol of the national spirit and an important source of national cohesion. It covers many fields such as folk music, dance, opera, handicrafts, etc., each containing profound historical background and humanistic connotations. For example, the melodious Kunqu Opera, with its gentle singing and delicate performance, tells ancient stories; the exquisite paper-cut art, with scissors flying nimbly on the paper, cuts out the yearning and blessing for a better life. Although certain developments have been achieved in protecting and inheriting intangible cultural heritage, many difficulties still need to be continuously improved. The rapid development of society and the impact of modernization have made some intangible cultural heritage skills face the crisis of being lost; the shortage of funds also limits the promotion and inheritance of intangible cultural heritage projects; people's insufficient awareness of intangible cultural heritage leads to insufficient attention to it in modern society.

In the process of cultural integration, art education in colleges and universities should play an active role. It is crucial to create a good learning environment for students. Schools can build special exhibition halls of intangible cultural heritage to allow students to feel the charm of intangible cultural heritage up close. Offer relevant courses, invite inheritors of intangible cultural heritage to enter the classroom, and personally teach skills and experiences to enable students to deeply understand intangible cultural heritage's historical origin and production techniques. Carry out cooperation projects, such as cooperating with intangible cultural heritage workshops, to provide students with practical opportunities to understand the essence of intangible cultural heritage in practical operations. Through these methods, continuous learning and promoting traditional culture can enhance national self-confidence and pride. At the same time, it is necessary to enhance teachers' professional quality and artistic accomplishment to promote teaching effects.

Teachers should not only have solid professional knowledge but also have in-depth research and understanding of intangible cultural heritage and be able to guide students to explore and discover the beauty of intangible cultural heritage. Only in this way can students' interest be better stimulated and teaching quality be improved. It is expected that in the future, colleges and universities will further deepen the integration with intangible cultural heritage. Increase investment in the research of intangible cultural heritage and cultivate more professionals; strengthen cooperation with all sectors of society to promote the innovative development of intangible cultural heritage jointly; carry out more colorful activities to bring intangible cultural heritage into public life. It is believed that with the joint efforts of all parties, colleges and universities will surely contribute positively to the inheritance of excellent traditional Chinese culture and enable intangible cultural heritage to glow with new vitality and vigor in the new era.

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