

Exploration of School Education Inheritance Path of Intangible Cultural Heritage

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Abstract—Intangible cultural heritage is an important part of Chinese traditional culture. Influenced by the development of market economy, the impact of multi culture, and the age of inheritors of intangible cultural heritage projects, there are many problems in the inheritance and development of intangible cultural heritage. Carrying out intangible cultural heritage education through school education can expand the scope of Intangible Cultural Heritage Inheritance and improve the efficiency of education. We should pay attention to policy factors, improve the school education assessment system, explore the training mode of schools at all levels, select the appropriate content system, innovate the form of education, carry out educational activities through multiple channels, and optimize the training of teachers. High quality teachers and cultural atmosphere can effectively solve the problems existing in the current school education mode and improve the quality of intangible cultural heritage education.

Keywords: *intangible cultural heritage, school education, inheritance*

I. INTRODUCTION

In the context of multicultural shock, traditional oral literature, languages, fine arts, music, theater, and skills, represented by intangible cultural heritage, have faced great challenges. The soil of folk life and culture they are rooted in is urbanizing. The background is gradually shrinking, and their oral traditions are gradually weakening under the impact of formal education. If they still rely on the power of the intangible cultural heritage to carry on, the development of these cultures will be in trouble in many years.

How to innovate and maintain the original cultural nature of the intangible cultural heritage, and then develop it, we need to seriously consider school education as the path of inheritance of intangible cultural heritage, and attract more highly qualified talents to join the inheritance of intangible cultural heritage And developing ways and methods.

II. NECESSITY OF SCHOOL EDUCATION TO PARTICIPATE IN THE INHERITANCE OF INTANGIBLE CULTURAL HERITAGE

The traditional inheritance path of intangible cultural heritage mainly relies on non-formal education, which has problems such as low efficiency and difficulty in absorbing high-quality talents. Taking school education as the inheritance path of intangible cultural heritage and

combining it with non-formal education can effectively expand the scope of inheritance of intangible cultural heritage and help attract more high-quality talents to participate in intangible cultural heritage.

A. School education can participate in the inheritance of intangible cultural heritage

Intangible cultural heritage is the essence of China's traditional culture. Introducing the content of intangible cultural heritage into the school education system can give students the opportunity to touch the essence of Chinese excellent culture, help them to their national traditions, and increase understanding of culture and cultural identity.

B. School education participation in intangible cultural heritage inheritance can improve education efficiency

The intangible cultural heritage is faced with a narrow inheritance path and no one succeeds. The addition of school education can allow more students to have access to the national culture and help expand the coverage of the intangible cultural inheritance. Opportunities are involved in the inheritance and development of the intangible cultural heritage, thereby changing the problem of low efficiency of the traditional way of inheriting the traditional apprenticeship.

III. STATUS AND DILEMMA OF SCHOOL EDUCATION'S PARTICIPATION IN INTANGIBLE CULTURAL HERITAGE INHERITANCE

In recent years, more schools have participated in the inheritance education of intangible cultural heritage. For example, some schools have established school-based courses on local intangible cultural heritage. Organize training or seminars for intangible cultural heritage projects in combination with school expertise. According to the current development of school education in the inheritance of intangible cultural heritage, the analysis found that there are some general problems, as follows:

A. Spontaneity of school education in inheriting intangible cultural heritage

The integration of school-based curriculum into local culture is a general trend in the current basic education reform. Many schools incorporate the content of intangible

cultural heritage in the development of school-based courses, but such integrated development is still a school's spontaneous behavior. In the relevant laws and regulations of China, the main responsible department for the protection and inheritance of intangible cultural heritage is the cultural department, and the education department in charge of schools at all levels and types do not have responsibility for the protection and development of intangible cultural heritage projects in school education. The responsibilities are clearly defined. Due to the lack of a corresponding assessment and evaluation mechanism, the education and inheritance of intangible cultural heritage currently being carried out by schools has large regional and inter-school differences, which is largely related to the level of understanding of school management.

B. Difficulties in the integration of intangible cultural heritage content and school education content system

The intangible cultural heritage involves extensive knowledge and strong professionalism. A common problem encountered by many schools in the education of intangible cultural heritage is that they do not know how to teach the content of intangible cultural heritage to students. One principal said, "We want to integrate local glazed craftsmanship into school education. Come, but the form is relatively simple, or it is to visit the Liuli production workshop or to hold a Liuli art exhibition, I always feel that there is no way to combine him with the teaching method of the classroom, and it is not easy to grasp the teaching content and focus of different grades. This is also a problem faced by many schools. The intangible cultural heritage is highly technical and has distinctive cultural characteristics. Many schools face problems such as the lack of obvious levels of education content and monotonous forms when integrating educational content in school education.

C. Weak team of teachers for inheriting intangible cultural heritage

Because the intangible cultural heritage has distinctive cultural characteristics and strong technical skills, and the number of intangible cultural heritage inheritors who can fully understand the essence of intangible cultural heritage is small, it is difficult to assume the universal and comprehensive teaching tasks in school education. Fresh blood is added to the inheritance education of intangible cultural heritage. How to equip intangible cultural heritage education with qualified teachers is also one of the problems that education inheritance needs to face. Teachers in school education have little contact with intangible cultural heritage and lack corresponding training mechanisms. It is difficult to be competent for intangible cultural heritage education tasks in a short period of time.

D. Insufficient cultural heritage education school lacks cultural atmosphere

With the advancement of urbanization, great changes have taken place in the rural and folk living environment rooted in the intangible cultural heritage. People are more

concerned about the intangible cultural heritage from the perspective of protection, and they lack a broad space for development. In the living environment of children, the influential factors of intangible cultural heritage are less and less, which makes the influence of intangible cultural heritage in the environment of children's growth far less than modern media such as online media and television media.

In the context of multiculturalism, school culture is impacted by various cultural elements, and traditional cultural factors are gradually weakening. In recent years, with the return of traditional culture, many traditional cultures have become the theme of the school environment again, but each school has a different understanding of traditional culture, and it truly integrates the creation of school culture with the local intangible culture. There are very few of them, which have also become an important factor restricting the effectiveness of intangible cultural heritage education in schools.

IV. EXPLORING THE EDUCATIONAL INHERITANCE OF INTANGIBLE CULTURAL HERITAGE PARTICIPATED IN SCHOOL EDUCATION

It is a general trend to carry out intangible cultural heritage education in schools, but how to implement intangible cultural heritage education in schools, how to do relevant policy guidance, and design the education system are issues that need to be considered.

A. Paying attention to policy factors and improving school education assessment system

The "Intangible Cultural Heritage Law of the People's Republic of China" stipulates that schools should carry out relevant intangible cultural heritage education in accordance with the provisions of the competent department of education of the State Council. However, from the analysis of the existing policies, the language of "encourage, support, and guidance" is more used in related policies. The relevant provisions are too general, and the operability is not strong. The relevant provisions of the policy evaluation system are lacking and there is no clear difference. Responsibilities and synergies of functional departments (culture department, education department, etc.).

To develop intangible cultural heritage education in school education, we need to improve the policy system. First of all, improving the education heritage policy system of intangible cultural heritage, detailing the responsibilities and specific implementation rules that the education department should bear in intangible cultural heritage, will help guide the education of intangible cultural heritage in school education. The second is to formulate the evaluation rules for intangible cultural heritage education in school education, and use the evaluation rules to regulate the implementation of intangible cultural heritage education activities in school education. The status of the subject of responsibility in education, clarifying the relationship between the cultural department as the intangible cultural heritage protection and inheritance and the education

department in guiding and standardizing the school's intangible cultural heritage education inheritance responsibility, and establishing a multi-sectorial collaborative system in the intangible cultural heritage inheritance.

B. Orienting to educational objectives and exploring school training models at all levels

The inheritance of intangible cultural heritage is not to carry out homogeneous education activities at all levels and schools. The inheritance and development of intangible cultural heritage projects should be the ultimate educational goal of schools at all levels and need to pass different levels of education. Taking into account the educational requirements of schools at all levels and the age characteristics of students, a systematic design and planning of the inheritance of the intangible cultural heritage undertaken by schools at all levels and the development of educational goals is needed. The education of intangible cultural heritage should be integrated into the educational goals of all types of schools from kindergarten to higher education, and the positioning of educational goals at each stage is different.

The main educational goal in the intangible cultural heritage inheritance of the kindergarten stage is that the young children will initially feel the charm of the intangible cultural heritage and have a sense of traditional culture. vocational education stage to assume the heritage of the intangible cultural heritage in a more important responsibility, and its main objective should be targeted at training personnel intangible cultural heritage skills; intangible cultural institutions of higher learning heritage aspects, should be more scientific research to play its advantages in resources, do the task to lead the development and innovation of non-material cultural heritage.

C. Screening educational content and building an appropriate content system

Intangible cultural heritage is rooted in folk life, and the inheritance in school education needs to screen the original content and select content that is consistent with the educational goals and meets the age characteristics of the students to reconstruct.

On the one hand, it is necessary to respect the core content system of intangible cultural heritage when selecting content, to choose the most basic and essential content of intangible cultural heritage and to not abandon the intangible cultural heritage in order to integrate in school education. The best part; the second is to fully consider the positioning of different educational goals at all levels and types of schools, and choose appropriate content to organize according to the goals. For example, Zibo Food Culture is an intangible cultural heritage protection project in Shandong Province. Its core content system includes special diets, food production processes, and food culture. After combing its core content, it is necessary to integrate the target positioning

of different schools to carry out The construction of content, such as the special content in the kindergarten stage should be the special diet, so that children can feel what special diets in Zibo, try to understand the process of making food; the elementary and secondary school should increase the content of food culture, guide students to understand the characteristics The traditional culture behind it; the stage of vocational education focuses more on the operation and training of food production, and the innovation and development of food culture can cultivate new heirs for the inheritance of Zibo food culture.

D. Innovating education forms and carrying out educational activities through multiple channels

It is found in the survey that the main forms of intangible cultural heritage entering the campus are second classrooms and characteristic practical activities. The intangible cultural heritage is integrated into the school's curriculum. The development of school-based curriculum of intangible cultural heritage is the integration of non-material cultural heritage in the school, and an important way of material cultural heritage education.

When developing the school-based curriculum of intangible cultural heritage, it is necessary to integrate the original curriculum with the intangible culture, and also to develop thematic activities and courses based on the intangible cultural heritage, and integrate the intangible cultural heritage into school education through various forms. For example, in the education of intangible cultural heritage, primary and secondary schools can follow the types of intangible cultural heritage. The development of school-based courses can start with thematic activities, school-based compulsory courses, school-based elective courses, achievement exhibitions, etc.

E. Optimizing training teachers and building high-quality teachers

Weak teachers are an important issue for schools to carry out intangible cultural heritage education. At present, the teachers of various schools are relatively tight, and it is less likely to train specialized teachers engaged in intangible cultural heritage education. How to improve the ability of existing teachers' intangible cultural heritage education is the first choice for each school to solve the problem of teachers.

In terms of teacher training, the structure should also be optimized. There is basic training for all teachers to improve teachers' understanding of intangible cultural heritage and facilitate the integration of educational content of intangible cultural heritage in daily education and teaching activities. The training is aimed at the key teachers who are engaged in intangible cultural heritage education in schools. The training content is more comprehensive and professional in order to improve the teachers' guidance ability for students' intangible cultural heritage learning.

The form of training can also be diversified. The basic background and theoretical knowledge can be carried out in the form of lectures. Practical knowledge can be carried out

through visits and practical operations. It is also necessary to organize teachers and intangible cultural inheritors. Regular sharing and exchange activities can help solve problems encountered in education and teaching.

F. Shaping the cultural atmosphere and paying attention to deepening the creation of the school environment

Environment as a potential curriculum has a subtle influence on students. The establishment of the school's environment plays an important role in the education and inheritance of the intangible cultural heritage, and it should attract everyone's attention.

The shaping of the school's cultural atmosphere should be close to the essential characteristics of the intangible cultural heritage and should conform to the age characteristics of the students. The establishment of the school's environment can display the content of intangible cultural heritage through the campus environment decoration and class environment. When displaying intangible cultural heritage, in addition to showing the outstanding finished products of intangible cultural heritage, the process of making intangible cultural heritage, intangible cultural heritage activities in which students participate, and intangible cultural school works of students, etc. participation, more reflects the learning process of students, through this environment of the role of recording, also aroused more interest of students.

V. CONCLUSION

The inheritance and development of intangible cultural heritage is a long-term and comprehensive work. The inheritance and development of intangible cultural heritage is the protection and inheritance of the traditional culture of the Chinese nation. School education should assume more responsibilities and play a more important role in the inheritance of intangible culture. It should select appropriate intangible cultural heritage content, innovate education forms, improve teacher quality, and effectively improve the level of intangible cultural heritage education in school education and quality.

The inheritance and development of intangible cultural heritage also requires more people to participate, and it is necessary to broaden a variety of inheritance channels. Social institutions, civil society groups, etc. are all important ways of inheritance and development of intangible cultural heritage. It requires constant thinking and exploration.

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