

Inheritance and Application of Intangible Cultural Heritage in Higher Art Education

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ABSTRACT

This paper focuses on the education and training of intangible cultural heritage art talents in colleges and universities. Through analysis of the current problems and difficulties in the inheritance of intangible cultural heritage, the author believes that higher art education is an important carrier for the inheritance and protection of intangible cultural heritage, and further explores the educational value contained in intangible cultural heritage in art education of colleges and universities. By sorting out the inheritance needs of intangible cultural heritage with the educational demands of college art education, it can be found that there is a close relationship between the two. Through actual teaching design, the author explains the specific measures for the inheritance and development of intangible cultural heritage in colleges and universities, explores the educational model of intangible cultural heritage entering the campus, and finds the path of intangible cultural heritage living in colleges and universities.

Keywords: *Intangible cultural heritage, Higher art education, Inheritance, Application.*

1. INTRODUCTION

Intangible cultural heritage is a lively inherited culture that contains rich historical traditions and national emotions.[1] Its most important feature is immateriality, and more emphasis is on the quality of existence that does not depend on material form. Its survival and development need the words and deeds of the inheritors, and the continuation of people's inheritance from generation to generation, which means that its inheritance is difficult.[2] In recent years, intangible cultural heritage projects have entered university campuses, which have become one of the important ways for the inheritance of intangible cultural heritage. On the one hand, it can attract more high-level artistic talents to participate in the protection and inheritance of intangible cultural heritage, making the inheritance of intangible cultural heritage wider and more targeted, which is of great significance for the protection and inheritance of intangible cultural heritage. On the other hand, the excavation

of excellent cultural resources in intangible cultural heritage can enrich the connotation of art education activities in colleges and universities, thereby expanding the content and forms of art education activities in colleges and universities, helping students draw inspiration from cultural traditions, and inspiring students' innovate thinking to realize the training mode of "culture education" in colleges and universities.

2. INHERITANCE DILEMMA AND UNIVERSITY POSITION

2.1 *Intangible Cultural Heritage Inheritance Dilemma*

The inheritance of intangible cultural heritage is based on "people" as the core carrier. This kind of intangible cultural heritage with "people" as the carrier of transmission will have to face the destiny of extinction when the current inheritor passes away and no one succeeds.[3] The marginalization of intangible cultural heritage in social production and life, the dissolution and weakening of its own original functions, and the cultural psychology of people's lack of pride in intangible cultural heritage

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make it difficult for inheritors to rely on intangible cultural heritage to satisfy their material or spiritual needs. In addition, its inheritance activities are also not sufficiently supported by the external environment, which leads to the dynamism of spontaneous inheritance almost disappearing. In the face of this unavoidable reality, it is difficult to find a suitable inheritor for a large number of intangible cultural heritage, so that a large number of excellent intangible cultural heritage has been lost and extinct because there is no successor. This spontaneous inheritance method is very fragile in the contemporary social environment and is the most prominent difficulty in the inheritance of intangible cultural heritage.

2.2 *Inheritance Path of Intangible Cultural Heritage in Colleges and Universities*

Colleges and universities are places where knowledge gathers. When constructing the art education system of colleges and universities, it is necessary to give full play to the knowledge advantages of colleges and universities, and infiltrate intangible cultural heritage inheritance and protection concepts and intangible cultural skills. On this basis, building a cluster of disciplines with intangible cultural heritage can improve the qualifications of talents through more professional education, so that they can contribute to the inheritance and protection of intangible cultural heritage. The creation of culture essentially comes from the creativity of talents. The organic combination of intangible cultural heritage and universities can continuously improve the high-quality talent training system of universities, so as to cultivate intangible cultural heritage inheritors with more zeitgeist and cultural awareness, and effectively break through the predicament of lack of inheritors.

3. THE EDUCATIONAL VALUE OF INTANGIBLE CULTURAL HERITAGE

Intangible cultural heritage is a living culture formed and passed down through long-term accumulation in people's life and production practices. Its content forms include social customs, oral narration, performing arts and other knowledge and practices about nature or the universe, and handicraft techniques.[4] It can be seen that intangible cultural heritage and art are inherently consistent. Inheriting and expanding them into

higher art education, through the use of the educational value of intangible cultural heritage in the education process, will contribute to the enhancement of the connotation of art education in colleges and universities, cultivate students' sense of cultural identity in art education, and guide students to understand, appreciate, and create art.

3.1 *Cultural and Artistic Value*

Intangible cultural heritage is widely distributed. Due to differences in geographical climate, lifestyle, customs, ethnic culture, and aesthetic preferences, it has strong local characteristics and ethnic style, and is closely integrated with folk activities and related to life.[5] Intangible cultural heritage in the form of traditional manufacturing techniques, folklore festival etiquette and folk oral culture, contains rich categories and colorful styles, has high artistic value, and can be used as a knowledge system for art education resources to enrich higher art education form.

3.2 *Cultivation of Innovative Spirit*

The art major involves a large number of professional problems solved through technical practice, so it is easy to favor the cultivation of students' skills in teaching practice, ignoring the cultivation of students' cultural literacy and creativity. Intangible cultural heritage condenses many classic cultural forms with unique regional and national characteristics, which can provide artistic creation with clever expressions of cultural identity and cultural connotation, and solve the creative dilemma of students' artistic creation. The introduction of intangible cultural heritage into campus art classes is conducive to integrating the essence of the nation into teaching and practice, and providing students with rich cultural "nutrients".

3.3 *Being Able to Educated by the Craftsman's Spirit*

The process of inheriting intangible cultural heritage is the process of passing on excellent traditional arts and skills. Compared with professional theoretical courses, its "oral teaching that inspires true understanding within" inheritance method is more practical and active. Not only can it be used as a practical training and education resource, but also in the education process, it is also an edification for the professional and moral qualities of the educated.

4. APPLICATION DESIGN IN TEACHING

4.1 Teaching Content Design

4.1.1 Targeted Selection of Intangible Cultural Heritage Resources

Intangible cultural heritage covers music, dance, drama, folk art, traditional skills, traditional art, etc., with a massive knowledge or skill system and a huge variety of content. When designing art teaching, it is necessary to select and use intangible cultural heritage resources according to different design topics and apply them to teaching practice to stimulate students' interest in learning and help students expand their artistic thinking.

4.1.2 Paying Attention to the Innovation of Teaching Content

In teaching design, teachers must first summarize and research intangible cultural heritage resources, so as to explore their innovative applications in curriculum design, and avoid copying intangible cultural heritage into teaching activities. It is necessary to find a connection point between intangible cultural heritage and professional courses. According to the laws and characteristics of current art education, people should explore new models and new content for the inheritance and development of intangible cultural heritage, so that intangible cultural heritage can be radiated with new vitality in the inheritance and innovation of colleges and universities.

4.2 Teaching Interactive Design

First, in the course, some simulated scenarios can be set up to help students better understand the knowledge through the teaching methods of guidance, enlightenment and collaboration, so as to cultivate students' ability to analyze and solve problems independently.

Second, the task decomposition method can be used in the teaching process to guide students to study step by step, decompose the complex traditional cultural system, extract features, analyze the manifestations, symbols, and connotations of intangible cultural heritage, so as to apply it to art. In the creation, increase the students' sense of accomplishment.[6]

Third, there will be a lot of benefits to organize various intangible cultural heritage related

exhibitions and lectures, invite intangible cultural heritage inheritors to give live demonstrations and explanations, help students understand the content of various forms of intangible cultural heritage, and encourage students to actively explore the enthusiasm of learning intangible cultural heritage into artistic creation.

4.3 Teaching Form Design

4.3.1 Adopting the Dual-teaching System

It is necessary to hire inheritors of intangible cultural heritage as external teachers, personally go to the classroom to guide students, discuss with the teachers and students of college art majors about the way to integrate intangible cultural heritage and artistic creation, and enrich the classroom teaching methods of art majors to facilitate more in-depth exchanges.

4.3.2 Constructing a Modern Apprenticeship System

It is of great significance to find the integration point between traditional skill learning and professional talent training, and introduce modern vocational education system into curriculum design. The modern apprenticeship system can avoid singular learning around intangible cultural heritage inheritors, break through the narrowness of the past traditional workshop-style master-apprentice inheritance of apprenticeship skills and vision, and effectively integrate theoretical and practical learning.

4.4 Teaching Evaluation Design

It is a must to establish a reasonable learning evaluation system, quantify the professional core abilities that the inheritors of intangible cultural heritage should have, and use them to examine the learning effects of students' knowledge mastery, innovation and development, and quality improvement, which can transform the systematic inspection and evaluation of traditional teaching knowledge into a quantifiable evaluation of professional core competence modules. Through data evaluation and quantitative analysis, the teachers can evaluate the results of teaching practice, complete the diagnosis of students' learning effects, and provide feedback on improvements.[7]

5. CONCLUSION

The inheritance of intangible cultural heritage and higher art education complement each other. The discussion on the application of intangible cultural heritage in higher art education not only opens up a new path for the inheritance and innovation of intangible cultural heritage, but also injects soul into the reform of higher art education and teaching. In the specific teaching practice, in accordance with the teaching tasks and goals of the art majors of various universities, intangible cultural heritage items should be incorporated into the professional curriculum teaching, focusing on the entry point and closeness of the course content and the intangible cultural heritage and practical factors such as operability. According to the construction situation of colleges and universities and the needs of intangible cultural heritage protection, the teaching system is continuously improved. In addition, in order to build a long-term and effective joint training mechanism between the inheritance of intangible cultural heritage and higher art education, it is also necessary to integrate intangible cultural heritage projects into the daily teaching content of art majors in colleges and universities to form a scientific, reasonable and sustainable education and teaching cycle. In teaching, it is not only to instill knowledge in students, but also to achieve the interactive transmission and integration of the knowledge system.

AUTHORS' CONTRIBUTIONS

This paper is independently completed by Jing Wu.

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