

Education Inheritance of Silk Intangible Cultural Heritage in Higher Vocational Colleges

Jian-Tao NIU^{1,a,*}, Qi HU^{2,b}

¹School of Textile and Clothing and Arts and Media, Suzhou Institute of Trade and Commerce, Suzhou, 215009, China

²College of Humanities, Suzhou University of Science and Technology, Suzhou, 215009, China

^atjpunjt@126.com, ^bhuqisuda@163.com

*Corresponding author

Keywords: Intangible Cultural Heritage, Silk, Education Inheritance, Higher Vocational Colleges.

Abstract. The intangible cultural heritage of the silk is an excellent traditional culture of the Chinese nation, and local vocational colleges should bear the burden of inheriting the intangible cultural heritage. This paper prompted the connotation of education inheritance of silk intangible cultural heritage in school from the two aspects of formal education and material education. It took the Suzhou Institute of Trade and Commerce as an example, introducing that the college constructs the silk skill teaching resource library and the mixed teaching staff, reforms the teaching contents and curriculum system, sets up the scientific and reasonable teaching content time mode and innovates the extracurricular education and campus culture. These measures are to implement the embedded education inheritance model of the silk intangible cultural heritage in the relevant professional education and achieve the organic combination between active inheritance of intangible cultural heritage and vocational education.

Introduction

Silk, originating in China, is not only a symbol of Chinese civilization, but also a transmitter of Chinese civilization. From mulberry planting and silkworm rearing to silk weaving, Silk culture has been rising with the development of silk production techniques. Many traditional production techniques of silk have been included in intangible cultural heritage projects. The silk intangible cultural heritage mainly refers to the traditional skills and arts of the silk intangible cultural heritage, which be handed down from ancestors and have a long cultural and historical background, and it is a traditional technique and skill that takes silk as raw material and then processes it into silk products. At present, there is one world intangible cultural heritage about silk in China, namely, Chinese silkworm silk weaving skills. In the five batches of national intangible cultural heritage projects (including expansion) that been announced, there are 23 intangible cultural heritage projects on silk, including 12 traditional skills and 11 traditional art categories. Such as Sichuan brocade, Nanjing brocade, Song brocade and silk tapestry, Suzhou embroidery, Hunan embroidery, Guangdong embroidery and so on. There are more provinces, municipalities, counties (districts) at all levels of silk intangible cultural heritage projects. However, due to the particularity of traditional techniques or traditional arts, many silk intangible cultural heritage technical and technological projects are in the situation of endangered, or production shutdown, or survival difficulties, so how to better protect and inherit these intangible cultural heritage projects has become an urgent problem to be solved.

In 2013, the Ministry of Education, the Ministry of Culture and the National Civil Affairs Commission issued the opinions on promoting the inheritance and innovation of ethnic culture in vocational colleges, emphasizing the connection between professional education and the construction of ethnic culture and promoting the combination of professional education and the cultivation of intangible cultural heritage inheritor [1]. At present, local vocational colleges should bear the burden of inheriting intangible cultural heritage. Previous research literature mainly calls for colleges and universities to participate in the protection and inheritance of intangible cultural heritage. However,

about how to participate in the protection and inheritance of intangible cultural heritage, the practice of related research is relatively few, especially there are fewer reports about the practice of the silk intangible cultural heritage in the textile and garment and art majors in higher vocational colleges.

Suzhou has always been one of the regions where China's silk production and trade are relatively developed. Suzhou is a famous silk city in China and an important base for modern silk production and research and development. Suzhou Institute of Trade and Commerce, which predecessor was Jiangsu province silk school, has R&D, engineering about silk. In this college, the knowledge related to silk intangible cultural heritage were embed into the teaching practice activities of textile, clothing and art majors, exploring and practicing the educational inheritance of silk intangible cultural heritage in local higher vocational colleges. In order to develop the talent of silk intangible cultural inheritance, inherit the perfectionism artisan spirit, developing and inheriting the excellent traditional culture of the Chinese nation and revitalizing the traditional craft.

The Connotation of Education Inheritance of Silk Intangible Cultural Heritage in Schools

Form education and substantive education are two opposite education theories formed in the course of the historical development of education. Form education believes that the main purpose of teaching is not to teach students knowledge, but to improve their ability. According to this view, the purpose of learning art is not to become a painter, but to develop the ability to appreciate and create beauty, and the purpose of learning sports is not to become an athlete, but to develop good physique and fighting spirit. To a certain extent, form education is what we often call quality education, but the implemented of quality education needs through a certain media or carrier, and is not generated out of thin air. Substantive education, on the other hand, holds the view that teaching should teach knowledge, impart core knowledge to educators, emphasize on teaching students practical useful knowledge for production and life, and believe that learning knowledge itself contains the cultivation of ability. For example, the common "number, reason and chemistry" is this type of education. To some extent, education actually attaches more importance to the cultivation of natural science knowledge and mechanical technology, and its training objective is to cultivate practical talents and technical talents.

Therefore, the connotation of inheriting the intangible cultural heritage of silk in education in the school, from the perspective of form education, is to cultivate students' excellent traditional Chinese silk cultural literacy, and to cultivate the national spirit and cultural confidence carried by the traditional skills and crafts of the intangible cultural heritage of silk. From the point of view of substantive education, the core knowledge of the traditional skills of silk intangible cultural heritage are embedded in the teaching activities of related majors, which is to impart and inherit the core knowledge of traditional skills and crafts, cultivate silk professionals and cultivate the population of inheriting silk intangible cultural heritage techniques.

Practice of Embedded Education Inheritance of Silk Intangible Cultural Heritage in Higher Vocational Colleges

With the adjustment and upgrading of the industrial structure and the reform of professional setting in colleges and universities, there are no colleges and universities offering silk technology majors or majors related to the intangible cultural heritage of silk at the higher vocational level. Here, we make the resource materials related to the traditional skills of silk intangible cultural heritage and craft into the corresponding specialized courses, relevant knowledge points and other modules, and embedded them into the relevant textile, clothing, art and other professional course teaching activities, which is to explore the education inheritance of the traditional silk skills, crafts and silk culture.

Inheriting the Silk Intangible Cultural Heritage by Constructing Silk Skills Teaching Resource Base and Teachers

The development and construction of excellent course resources and excellent teaching staff are the basis of inheriting the silk intangible cultural heritage. At present, Suzhou Institute of Trade and Commerce has combined 21 universities, enterprises and institutions to jointly construct "the resource base of national cultural heritage and innovation of Chinese silk skills" relying on higher education press wisdom vocational education platform, which provides excellent digital teaching resource for education Inheritance of silk intangible cultural heritage in schools. According to the spirit of co-construction and sharing, it provides convenient conditions for the popularization and application of silk intangible cultural heritage in other schools.

By employing Su embroidery inheritors Lu Fuying, Nanjing brocade inheritor Hu Deyin and other inheritors and skill masters as part-time teachers, an excellent teaching team of school-enterprise mixed teaching was established [2].

Inheriting the Silk Intangible Cultural Heritage by Reforming the Teaching Content and Curriculum System

Education inheritance activities will be implement on the platform of curriculum and teaching content. Here, we embed the silk intangible cultural heritage into professional classroom teaching activities by building the curriculum and teaching content system of "platform + module + project". Firstly, it took education teaching as the "platform" to popularize the knowledge related to silk intangible cultural heritage [3], and set up public compulsory courses and public elective courses related to silk intangible cultural heritage. For example, the compulsory public culture course "Suzhou Silk Culture" was set up for the major of modern textile technology, textile inspection and trade, product art design and other majors, and the course "Chinese Silk: Traditional Skills and Crafts" was set up for foreign students to spread Traditional Chinese Silk culture.

Then, the "module" taken as the specialized course of offering silk intangible cultural heritage, is a compulsory professional course for students of relevant majors, such as "Brocade Making Skill", "Weaving and Weaving Decoration", "Tapestry Product Design" and other courses, which is for teaching the traditional silk weaving skill.

Finally, the knowledge points related to the silk intangible cultural heritage, such as Song brocade, Nanjing brocade, and silk tapestry, were used as the "project" that was embedded into the current professional course content of the textile major. For example, parts of the ancient textile machine used for weaving Song brocade, Nanjing brocade were used as the "project" that was embedded in the course of "Weaving Technology", and parts of various brocade organizational structure were embedded in the course of "Fabric Organizational Structure and Application.

Inheriting the Silk Intangible Cultural Heritage by Scientifically Setting Time Model of Teaching Content

Based on the law of ability training of traditional skills and crafts of silk intangible cultural heritage and the process of students' knowledge cognition, the "three-layer progressive" teaching time arrangement mode was scientifically constructed and implemented by revising the talent training program. The temporal model was distinguished into three levels: experiential "skill cognition", task-style "practice learning" and work-style "on-the-job internship".

In the experiential "skill cognition" class, students will study the theoretical knowledge of silk intangible cultural heritage and silk culture after entering the school, such as learning the courses such as "Suzhou Silk Culture" and "Suzhou Embroidery". In the task-style "practice learning" class, students take tasks to learn and practice traditional skills and crafts of silk intangible cultural heritage through on-campus practical training courses and work-study alternation. For example, students go to Wujiang Dingsheng Silk co., ltd. for work-study alternation, mainly learning and practicing Song brocade pattern design. In the work-style "on-the-job internship", students enter the school factory and off-campus internship base for on-the-job internship, and complete the learning task of some

traditional silk skills, such as learning the production and weaving technology of Song brocade and Leno in Zhongxing Silk co., LTD.

Inheriting the Silk Intangible Cultural Heritage by Extracurricular Education and Campus Culture

Extracurricular education and campus culture is an important part of practical teaching and a kind of cultural "atmosphere" created for students' growth. By embedding the knowledge related to silk intangible cultural heritage into the second classroom activities, student competitions, scientific research and campus culture, education inheritance of traditional culture and traditional crafts will promote [4]. For example, the college established a tie-dye association to carry out the second classroom activities to spread the batik tie-dye skills of silk. The college promotes the inheritance and innovation of traditional silk skills through competition.

Chinese traditional silk culture is regarded as an important part of Chinese excellent traditional culture introduced into the campus, such as the annual silk culture festival activities is carried out the annual silk culture festival activities at school, and the silk culture lectures, composition competition, knowledge quiz, batik tie-dye skills and silk pattern design competition is organized. This can promote the spread of the silk culture and traditional craft in school, and boost the protection and inheritance of silk non-heritage traditional skills and crafts.

Innovation of Embedded Education Inheritance of Silk Intangible Cultural Heritage

Innovation of the Construction and Sharing of Silk Skills Teaching Resource Base

Suzhou Institute of Trade and Commerce has cooperated with 21 colleges and universities, enterprises and institutions to jointly build the "the resource base of national cultural heritage and innovation of Chinese silk skills ", which has been selected as the candidate database of the 2018 national vocational education professional teaching resource database. The construction of the resource database will provide excellent digital information curriculum resources for the educational inheritance of silk intangible cultural heritage in schools. The users of this the resource database can create personalized teaching curriculum content according to the need, and based on the spirit of co-construction and sharing, it provides convenient conditions for the popularization and application of silk intangible cultural heritage in other schools.

Innovation of Embedded Education Inheritance Mode of Silk Intangible Cultural Heritage

Aiming at the current situation that there is no major related to silk intangible cultural heritage in colleges and universities, we construct the curriculum and teaching content system of "platform + module + project". The knowledge related to the traditional skills of silk intangible cultural heritage and craft, were designed the corresponding specialized courses, relevant knowledge points and other modules. These modules were embedded into the relevant professional course teaching activities, but also embedded in the second classroom activity, student competition, scientific research and campus culture, exploring and practicing the embedded education inheritance mode of silk intangible cultural heritage in higher vocational colleges, and promoting the education inheritance and spread of Chinese excellent traditional culture.

Innovation of the "Three-layer Progressive" Teaching Arrangement Mode

According to the law of ability training of traditional skills and crafts of silk intangible cultural heritage and the process of students' knowledge cognition, we scientifically constructed and implemented the three-layer progressive teaching arrangement mode composed of experiential "skill cognition", task-style "practice learning" and work-style "on-the-job internship".

Innovation of the Integration of Quality Cultivation and Inheritance Skills of Education

Implementation of the silk intangible cultural heritage in school, not only cultivates the students' Chinese excellent traditional culture literacy, cultivate and carry forward the spirit of China's power

and enhance confidence culture, and it also inherits the silk non-heritage core skills and crafts, trains silk professionals and cultivates the population of inheriting silk intangible cultural heritage techniques.

Acknowledgement

This research was financially supported by the Humanities and Social Sciences of the Ministry of Education (Nos.15YJC850009), Key project funded by the 13th five-year plan of education science of Jiangsu province (Nos. C-a/2016/03/01), Jiangsu province higher occupation education high-level backbone major (textile inspection and trade).

References

- [1] Z.X. Shao. Research on vocational education path for the protection of intangible cultural heritage by family inheritance——taking Changzhou liuqing bamboo carving for examples, *Journal of Vocational Education*. 2016 (29): 86-88.
- [2] Q.L. Zang. Practical study on the cultivation of intangible cultural heritage successors under the guidance of the master studio, *Chinese Vocational and Technical Education*. 2017 (17): 58-61.
- [3] J.S. Wang. Research on the Non-material Cultural Heritage Courses in Local University, *Journal of Xinxiang University*. 2009, 23: 169-171.
- [4] X. P. Wang, Xi Liu. Analysis on the measures of the inheritance of the intangible cultural heritage in the basic education ——taking the city of Chongqing as an example. *Journal of Chongqing University of Arts and Sciences (Social Sciences Edition)*. 2017, 36: 19-23.