

Study on the Integration of Intangible Cultural Heritage and College Art Major Teaching

Taking the Fashion Design Major of Wuhan Textile University as an Example*

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Abstract—Intangible cultural heritage is the key point of the country's vigorous promotion of protection and inheritance. The art design major of colleges and universities, as a representative carrier of traditional cultural education, also attaches importance to students' understanding of intangible cultural heritage. How to better integrate the intangible cultural heritage into the actual teaching of art design is the major and difficult problem of what colleges and universities are facing. Taking the intangible cultural heritage and the practice teaching of the fashion design major of Wuhan Textile University as an example, from the five aspects of curriculum setting, professional application, student association, teacher research and communication and cooperation, it can be concluded and proposed the practical and effective teaching experience with application value for references by colleges and universities.

Keywords—*intangible cultural heritage; college education; fashion design major; integrated teaching*

I. INTRODUCTION

Intangible cultural heritage (hereinafter referred to as intangibles) is an important part of the excellent traditional skills culture of the Chinese nation. In today's economic globalization environment, people's transition and acquisition of economic benefits has led to much excellent craftsmanship. Faced with the marginalization of traditional culture, the inheritance of the protection and development of the intangibles are facing great difficulties and even on the verge of extinction. China's intangible cultural heritage law clearly stipulates that schools should carry out relevant intangible cultural heritage education in accordance with the regulations of the competent department of education under the State Council. The education of intangibles in colleges and universities is very important. It is also very important to study the integration practice mode of intangible heritage and college education.

II. THE STATUS QUO AND SIGNIFICANCE OF THE PROTECTION OF INTANGIBLE CULTURAL HERITAGE

The intangibles are the legacy of human civilization and a resource for living "beauty" in people's lives. It is a testimony to the condensing of human material civilization and spiritual civilization, and also a manifestation of a nation's traditional culture. In the context of industrial mechanization and large-scale production, the richness of cultural diversity has become more and more precious. The national characteristics and regional characteristics of intangibles have made it attract the attention and development of all countries in the world. In the spirit of the Fifth Plenary Session of the 18th CPC Central Committee and the "13th Five-Year Plan" proposal, it is clearly stated that it is necessary to "construct the inheritance system of Chinese excellent traditional culture, enhance the protection of cultural heritage, and revitalize traditional crafts." The proposal of the national policy of "strengthening cultural heritage protection and revitalizing traditional crafts" has clarified the direction for the inheritance and protection of the future, and also emphasized the importance of intangibles in the construction of socialist material civilization and spiritual civilization [1]. The inheritance and protection of intangibles laid the foundation for the sustainable development of China's outstanding cultural skills, and also provided the possibility for innovation.

Throughout the country's intangibles protection work, it can basically be divided into three major stages. The first stage: the rescue work of intangibles salvation, and the identification and funding of large-scale inheritance groups. The major is theoretical research of intangible heritage, mainly for static protection and inheritance work, and the development and innovation is minor, macro-policy research is major, and micro-specific targeted practice development is minor. This stage of work ignores the dynamic inheritance requirements of the continuous development needs. The second stage: advocating the integration of intangibles with the market of the times, encouraging the passive inheritance and productive protection of the intangibles, but in the process of developing innovation, some individuals or organizations have over-pursued economic benefits, making some of the original environment of intangibles been

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destroyed, affecting the image of intangibles in the masses, and eradicating the characteristics of regional intangibles. The third stage: the development and utilization of the intangibles culture must first protect the inheritance of the intangibles itself, so that the sustainable development of intangibles can be guaranteed. Based on the intangibles characteristics of different regions combined with the local market and customer groups, we also need to make targeted intangibles protection development strategy which is an urgent problem to be solved.

The combination of intangible cultural heritage and college art education also needs to pay attention to the inheritance and protection of culture and technology, and carry out innovative development in the study and protection, so that the intangible cultural heritage can be truly integrated into the art education of colleges and universities, serving the art education and cultivating more innovative inheriting talents.

III. INTANGIBLE CULTURAL HERITAGE AND COLLEGE ART EDUCATION

In 2017, the Ministry of Culture, the Ministry of Industry and Information Technology, and the Ministry of Finance jointly issued the "China Traditional Crafts Revitalization Plan." The plan proposes "respecting excellent traditional culture, respecting regional cultural characteristics, respecting national traditions, protecting cultural diversity, and maintaining and promoting the cultural essence and value of traditional crafts." National traditional skills are also part of the intangibles. Their inheritance and development are inseparable from education. Education is an important way of human cultural inheritance and social development, and it is also the life of intangibles protection and development [2]. The inheritance and learning of intangibles in colleges and universities makes the traditional national culture flow into orthodox higher education, which is beneficial to make full use of the resources and advantages of colleges and universities, innovating the protection of non-genetic inheritance, and improving the inheritance protection and development level of intangibles [3]. As a national educational institution, colleges and universities have a large number of audiences. The education of intangibles can improve young people's understanding of traditional national cultural skills, broaden students' horizons and knowledge, and compare the coverage and influence of intangibles propaganda and education, which covered larger and wider than other organizations did [4].

Art education occupies an important position in the higher education of colleges and universities. The essence of art education is the inheritance of culture and the innovation of education. This has the same root value as the cultural value of intangibles [5], and also conforms to the "13th Five-Year Plan"- planning and construction of national policies and the requirements of the "China Traditional Crafts Revitalization Plan." In an environment where multiculturalism coexists, through the integration of intangibles teaching in the education of art majors in colleges and universities, students can create an atmosphere of learning the knowledge of intangibles, which can enable

students to understand more deeply the traditional culture and skills of the Chinese nation and also benefits a lot for the inheritance protection and development of national traditional skills.

Hubei Province has a number of intangibles projects listed in the national intangibles catalogue. This article provides an example of the teaching practice of Jingchu intangibles and college fashion design, and provides new ideas for the exploration of the integration of teaching and intangibles in colleges and universities, which gets good social influence and provides reference for intangibles teaching practice.

IV. THOUGHTS AND PRACTICES ON THE INTEGRATION OF TEACHING AND INTANGIBLE CULTURAL HERITAGE

The practice of Chinese traditional education for thousands of years shows that the educational model of "teachers and disciples" is the most suitable for the protection inheritance and innovation of intangible cultural heritage [6]. In the college apparel design major, the key to intangibles teaching is to adjust and reform the curriculum of the current art design education system so that it can realize the inheritance and development of the protection of education and innovation. In order to better implement the learning and practice of intangibles, Wuhan Textile University utilizes the resource advantages of fashion design and combines the characteristics of Jingchu's intangibles in Hubei Province to effectively integrate Jingchu's intangibles and professional teaching. After long-term practical teaching, the author made a detailed inductive analysis of the fusion practice of the Wuhan Textile University.

A. Setting up and Popularizing Intangibles College Education

The purpose of higher education is not only the study of book theory knowledge, but more importantly, the cultivation of the application and innovation ability of theory and practice. In the course design of the fashion design profession, it is necessary to set up the intangibles course appropriately. The courses can be roughly divided into two categories. One is a theoretical intangibles course, which guides students to learn intangibles and excellent traditional national culture, and builds a theoretical understanding platform for students, so that young people can view traditional and intangibles from a correct perspective, such as "intangibles Han embroidery art appreciation", "Chinese minority costumes" and other courses. In addition to being taught by professional teachers in colleges and universities, such theoretical courses can also hire the inherited inheritor experts and give lectures in the form of lectures or seminars so that students can communicate directly with intangibles inheritor experts.

The other category is the intangibles course of the practice research category. It can be carried out in the form of hands-on practice of intangibles weaving techniques, in-depth field research and study. For example, through the study of the Han embroidery technique, carry on the embroidery practice of Han embroidery works. There are

also creative hand-printing and dyeing courses to teach students to learn traditional printing and dyeing techniques. In addition, they can further develop their dressing experience and field research through intangibles finished garments (such as Han embroidery cheongsam, Xilan Kapu hand-woven brocade clothing, etc.) to feel the charm of the intangibles. Wuhan Textile University set up an intangibles "Han Embroidery Public Elective Course", which was jointly taught by Jiang Chengguo, Wang Yan and other Han embroidery inheritors and professors from the Intangibles Research Center of Textile University. They taught Han embroidery design techniques and embroidery skills from both technical and theoretical aspects. The number of students selected this class is full every time the course set up. Through the study of the Han embroidery public elective course, the outstanding Han embroidery works of the students are also recommended to be exhibited in the "10 Years Exhibition of Intangibles Culture" held by the Wuhan Municipal Bureau of Culture in 2015. The learning results are very good, and it also provided a good display platform for the promotion of the intangibles Han embroidery and gained more audiences.

After a long period of teaching practice, Wuhan Textile University's apparel design majors are mainly in the form of professional courses to make the theoretical knowledge of intangibles promoted and learned in the largest scope of young groups as far as possible. The practical courses adopt the form of public elective courses and interest classes in the whole school, so that students can further study on the basis of theoretical understanding. Through the above different types of curriculum and practical teaching, students can combine the theoretical learning with the practical hands-on experience, deepen their understanding of intangibles, improve their interest in learning, and maximize the spread of intangibles among young groups.

B. Improve the Design and Production Level of Students' Intangible Products

Based on the above theoretical learning and practical experience, many students began to pay more attention to intangibles. In the further professional study, the intangibles elements are incorporated, embodying the characteristics of the clothing culture, and combining the current fashion, public aesthetics and new technology equipment materials, etc., to carry on the practice of comprehensive design. Taken the intangible Yangxin Buiter as an example, and the simple, simple and vivid color cloth is combined with the novel cloth label pattern in the design of the children's clothing, which is full of childlike fun, can satisfy the appearance and decoration of the children's clothes, and can realize the functionality of the clothing itself. It is a good design that can kill two birds with one stone. In addition, in the design of women's silk clothing, the use of intangibles embroidery techniques to embroider patterns can not only set off the elegant temperament of women, but also reflect the essence of Han embroidery skills and exquisite techniques, effectively achieving the combination of the design of intangibles and costumes.

In the teaching works of the "Innovative Design of Intangibles Costumes" course of Wuhan Textile University, through systematic theoretical training and design practice, the intangibles elements (Han embroidery, Hong'an Large Cloth and Yangxin Buiter, etc.) are combined with professional courses, created a number of excellent costumes, so that the real "live" of the intangibles can be achieved. The performance of the highly indecent course works was interviewed and filmed by the Hubei Television Economy Channel "Happy" column. In addition, the students of Textile University have won numerous awards in the international costume competition and all kinds of costume design competitions in the country by using the elements of intangibles traditional costumes culture. The Han embroidery element works "Autumn Words" of Zhong Chenxu won the 15th international "Gubernskiy Style" Fashion Design Competition Creative Costume Design Gold Award in Russia. The acquisition of many achievements is inseparable from the practice of education and teaching. It is also inseparable from the theoretical teaching and professional application practice that are adhered to in the teaching process, and the teaching policy of inheritance and innovation.

C. The Expansion of the Construction and Publicity Channels of intangibles Associations

Colleges and universities can formulate relevant regulations according to students' learning conditions and hobbies, and provide certain funds and environmental support to encourage students to establish relevant intangibles associations, such as Han embroidery art group, Buiter hobby club and so on. The establishment of the association can enable intangibles enthusiasts to further learn and communicate on a unified platform, and expand the audience and influence range. From time to time, we will hire relevant inherited inheritors or intangibles experts to guide the activities and learning of the associations. Through certain learning and accumulation, we will organize some intangibles hand-made experiences or intangibles research exhibitions to further promote and broadcast the intangibles.

During the orientation period in September, the school held a Han embroidery costume welcoming event, and the Han embroidery works were displayed to remind the freshmen and parents who came to report and felt the intangibles atmosphere of the school. In the 2011 Wuhan City's latest urban image propaganda film "Charming Wuhan", which was prepared by the Propaganda Department of Wuhan Municipal Committee, the students of Wuhan Textile University wore cheongsam, took needlework, and became the "Han embroidery", participated in the creation of Han embroidery long scroll "Fifty-six Nationalities" and became the spokesperson of Han embroidery in the beauty of acupuncture and female needlework [7]. The Han Embroidery Workshop in the "Hubei Intangible Cultural Heritage Research Center" of Wuhan Textile University opened a Han embroidery class, which attracted many students to learn Chinese embroidery skills. The one-on-one apprenticeship learning mode cultivates many Han embroidery newcomers. In 2017, the project of "Promoting

the Jingchu Culture Heritage Han Embroidery Skills" declared by Wuhan Textile University was awarded as a special exhibition project of "National Excellent Chinese Traditional Culture" in the national colleges and universities. The school's intangibles education teaching and student learning practice activities were obtained wide recognition and praise from the state and the community.

D. The Construction of the Teaching Staff and the In-depth Study of the Intangibles

In the intangibles education of colleges and universities, teachers are the main implementers and communicators of intangible education. The theoretical study and research level of the teacher team is directly related to the effectiveness of intangibles education. Higher education teachers must constantly improve their intangibles learning and technology research in the intangibles teaching, so that it can better carry out the teaching practice.

1) *Publishing and publication of project declarations and research results:* The teaching staff of colleges and universities should also strengthen their own learning and research on intangibles while educating students. Teachers can conduct intangibles research by means of declaring projects, and introduce students to participate in intangibles research projects to promote education and promote learning. In the long-term research process, the fashion design major of Wuhan Textile University has been approved the "Jingchu Embroidery Art Feature Labeling and Digital Research", "Building a Study on the Embroidery Cultural Industry Belt in the Central and Eastern Region of Hubei", and "Inheritance of Tujia Brocade in Western Hubei and Hunan Province" and more than ten national and ministerial research projects related to the Cultural Industry Development Research, and some of them have been successfully completed. There are dozens of intangibles research projects at the provincial and departmental levels. Each year, the school sets up school-level fund projects to provide more support for intangibles research projects in terms of policies and funds.

In 2011, Wuhan Textile University, as the organizer, united the Wuhan Intangible Cultural Heritage Protection Center and the Hubei Provincial Costume Art and Culture Center, held the "Symposium on the Protection of Han Embroidery and Intangible Cultural Heritage", and invited many well-known intangibles inheritors (Han embroidery master Ren Benrong, Zhang Xiansong, etc.), intangibles research experts and university teachers conducted meaningful academic discussions on intangibles, especially the intangibles Han embroidery in Hubei Province. On the one hand, they jointly launched intangibles, especially endangered ones. On the other hand, the common innovation has developed a modern expression of intangibles, and strives to find answers to the problems related to traditional intangibles and modern links [8]. Around the convening of the seminar, the "Han Embroidery and Intangible Cultural Heritage Protection Collection" was published, and the exhibition of intangibles Han embroidery art was organized.

In addition, some teachers in the school have also published some monographs related to intangibles, such as Professor Feng Zemin's "Jingchu Han Embroidery" (Wuhan Publishing House, 2012), Professor Ye Hongguang's "Visual Ecology and Culture and Art of Tujia Brocade" (Wuhan University of Technology Press, 2016), Li Qiang and Dr. Li Bin's monograph on "Weaving and Dyeing Jiangnan - China's Yangtze River Delta region Dyeing and Weaving Intangible Cultural Heritage" (China Textile & Apparel Press, 2016). The convening of the seminar, the exhibition of the exhibition of works and the publication of the monograph have promoted the further development of intangibles inheritance work to a certain extent, and also provided important information for experts and scholars engaged in intangibles research and intangibles hobby learners as well as exchange research platform and reference books.

2) *The establishment of the studio and the development of intangibles training workshops:* Teachers with certain research foundations and research results have set up studios and devoted themselves to research and innovation of the intangibles. Under the guidance of studio teachers, many students have participated in intangibles research and conducted in-depth research in their spare time and holidays. They have traveled to the well-known intangibles area museums and representative intangibles research centers in the country, improving the ability and understanding of the protection of inheritance and development, and obtaining many valuable research materials. In the process of unremitting research for many years, a number of the research reports of Wuhan Textile University research team such as "The Inheritance and Development of Chinese Embroidery Intangibles - Research and Study Based on the Investigation of Han Embroidery Schools in Wuhan, Jingsha and Honghu areas of Hubei Province" and "The Research Report of the Status Quo of Huangmei Cross-stitch Inheritance" have won more than ten pieces of the prize such as the third prize of the National Challenge Cup, the Hubei Challenge Cup Special Prize, the first prize of the Hubei University Extracurricular Academic Science and Technology Competition, and the Gold Award of the first session of Hubei "Intangibles" Design Competition.

Under the practice of intangibles education research for many years, Wuhan Textile University has achieved fruitful results in the protection of inheritance and innovative education such as the establish of the Han embroidery interest class and Han embroidery public elective course, the exhibition of the intangibles related courses, the study reports of students' on-the-spot investigation of the intangibles the and awards for design events. In 2013, the first batch of intangible cultural heritage research centers in Hubei Province settled in Wuhan Textile University. Ye Hongguang, the intangibles research professor of Wuhan Textile University, served as the director of the center, and established the intangible cultural heritage training room and exhibition hall of Hubei Province. In addition, on the basis of respecting the traditional inheritance of traditional skills, in order to further promote the protection of Wuhan's intangible

cultural heritage and improve the inheritance, work level and related knowledge of the inheritors, Wuhan Textile University's intangibles center successfully hosted the 2015 "Hubei Training and Teaching Work for the Second Phase of the Intangible Representatives of the Inheritors", the "2016 China Intangibles Population (Embroidery) Training Course" and the "2017 Chinese Intangibles Population Han Embroidery Training Class". The backbone teachers of our school have undertaken the teaching work of the intangibles group training seminars, and achieved good teaching results and got great social repercussions.

E. Strengthening Cooperation of Market and Enterprises and International Exchanges

In addition to establishing intangibles courses and carrying out related research activities, intangibles education and teaching research must actively integrate with the society and market, strengthen cooperation and exchanges with enterprises, introduce resources in actual teaching, create conditions and environment, and guide students to design intangibles products that conform to the market. With the continuous increase in the number of students participating in the intangibles course of Wuhan Textile University, many excellent students have emerged. Some outstanding intangibles products designed and produced by some students have also begun to sell through display and online channels. They also make their design and production according to customers' reservation design and production. For example, there are outstanding students inherited and innovated the traditional leather carving process and also founded Jiaying Xiaodiaotang Leather Culture and Creative Co., Ltd.. There is also an entrepreneurial talent Fang Yiyi who founded the high-end cheongsam private custom "Yiqi cheongsam" brand.

While actively cultivating intangibles newcomers, in order to improve students' skill level and give students more practical opportunities, the school and Han embroidery masters have jointly established a number of intangibles internship bases, such as Yang Xiaoting Studio Han Embroidery Base. In 2010, the school took advantage of its disciplines and combined Yang Xiaoting's Han embroidery boutique with school fashion design, and held the Han embroidery costume art exhibition entitled "Xiu Embroidery — Yang Xiaoting Han Embroidery Costume Art Fashion Show"; in 2011, they joined hands again. More than a dozen Han embroidery masters and their disciples, including Yang Xiaoting, Jiang Chengguo and Huang Shenghui, jointly opened the mysterious curtain of the first session of "Chu Feng Han Yun Embroidery Boutique Tour Exhibition". This exhibition achieved the perfect combination of exquisite embroidery and fashion clothing and showed a vivid interpretation of the history of embroidery development which made intangibles Han embroidery become the "walking art" on the T stage [9]. In addition to cooperation with intangibles masters, Wuhan Textile University also closely links with enterprises, advocates the mode of school-enterprise cooperation, conducts inspections of intangibles learning practices, and has worked closely with many companies across the country in recent years. For example,

Wuhan Tourism Development Investment Group Co., Ltd. and Changjiang Daily Newspaper Group signed the "Wuhan Han Embroidery Industry Development Strategic Cooperation Agreement" and established the "Wuhan Han Embroidery Industry-University Research and Development Center" to jointly build embroidery industry chain development platform with independent research and development, design, production and sales capabilities.

In addition to adhering to the design and integration of the social market, universities must also strengthen exchanges and communication with international intangibles institutions, learn the characteristics of others' intangibles education, and use them according to local conditions. During the holidays, teachers and students can organize experience groups to conduct overseas intangibles, exchange and communicate in each country, explore new ways and means of inheritance and innovation, and create conditions for sustainable development and talent cultivation.

V. CONCLUSION

In addition to the teaching practice and inheritance and development research of intangibles in the fashion design major of Wuhan Textile University, on the one hand, it broadens the horizon for the education propaganda for intangibles in universities and colleges, expands the intangibles audience, and popularizes intangibles education, which is beneficial to the protection and heritage of the intangibles. On the other hand, the intangibles research of colleges and universities has greatly promoted the development of intangibles, providing an effective development path and innovative mode for the future protection and development of intangibles. Through the intangibles education research, the outstanding national culture and traditional skills of the Chinese nation were promoted, and the young students were guided to correctly treat the traditional skill culture and develop and apply it, which enhanced the self-confidence and national pride of the university students and inspired the university students to protect the development of responsibility.

The teaching practice of Wuhan Textile University proves that it is an effective way to carry out the protection development and reform and innovation with high education system. How to better adapt the integration of intangibles common characteristics and personality characteristics of different regional ethnic groups with the professional teaching of colleges and universities to the local conditions properly is also an important aspect that need to focus on to explore and practice. It is believed that in the active practice of the intangibles education policy of major universities, the talent training and intangibles courses and teaching effects of colleges and universities will be more effective. The intangible cultural heritage youth groups cultivated under the integrated teaching mode not only have a high level of skill, but also have a high theoretical level and cultural accomplishment, and can eventually grow into highly educated, high-level, high-level applied innovative professionals who can contribute to the further sustainable conservation and development of intangible cultural heritage.

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