

## Practice and Experience of Intangible Cultural Heritage Education and Inheritance in Universities

Lang Li<sup>1,a</sup>, Liu Xun<sup>2,b,\*</sup>, Wang Yan<sup>1,c</sup>

<sup>1</sup>College of Fashion, Ministry of Education Chinese Excellent Traditional Culture Inheritance Base (Han Embroidery), Wuhan Textile University, Wuhan, China

<sup>2</sup>School of Business, Jiangnan University, Wuhan, Hubei, China

<sup>a</sup>35727476@qq.com, <sup>b</sup>172408088@qq.com, <sup>c</sup>312921117@qq.com

\*Corresponding author

**Keywords:** Universities, Intangible Cultural Heritage, Education, Practice

**Abstract:** The construction of intangible cultural heritage education system in colleges and universities should follow the theory of higher education and the framework of education system, establish the educational concept of “culture and people, living transmission, three-dimensional development, practice and innovation”, and the target system of “cultivating Intangible cultural heritage skills, professional skills, innovation ability and voluntary spirit”, build the content system of “curriculum teaching, association construction, workshop construction, innovation and entrepreneurship, voluntary service, exhibition and exchange” and the organizational system of “multi-party collaboration, inheritance and promotion, international dissemination and innovative development”. In terms of educational content and implementation, the existing curriculum and practical teaching system should be improved, the orientation of promoting learning and practice by competition and emphasising innovation and application should be formed, and the system of volunteer service and exhibition and exchange should be constructed. The platform and carriers should be expanded in accordance with the objectives of “multi-party collaboration, inheritance and promotion, international dissemination and innovative development”.

### 1. Introduction

The 18th CPC National Congress put forward the guiding principle of "establishing a system of education and inheritance of outstanding traditional culture", and the 20th CPC National Congress put forward the principle of "creative transformation and innovative development of outstanding traditional Chinese culture", "building a strong socialist cultural country around lifting the flag, gathering the people's hearts, nurturing new people, promoting culture and developing an image", "cultivating a large number of moral and artistic talents and a large number of cultural and artistic talents", and "implementing the digitalisation of national culture". The 20th National Congress proposed "the creative transformation and innovative development of Chinese excellent traditional culture", "building a socialist cultural powerhouse around lifting the flag, gathering people's hearts, nurturing new people, promoting culture, and presenting an image", "cultivating a large number of literary artists with both moral and artistic qualities, and a large cultural and artistic talent team", "implementing the strategy of digitalisation of the country's culture, increase the protection of cultural relics and cultural heritage, strengthen the protection and inheritance of history and culture in urban and rural construction, and build and make good use of national cultural parks."

The Convention for the Safeguarding of the Intangible Cultural Heritage states that education is one of the important measures for the safeguarding and transmission of the intangible cultural heritage, which is to be achieved through "formal and non-formal education", "educational programmes for awareness-raising and dissemination of information among youth", and "specific education and training programmes for the communities and groups concerned". The safeguarding and transmission of ICH is accomplished through "formal and non-formal education", "educational programmes for awareness-raising and dissemination of information among youth", and the development of "specific

education and training programmes for the communities and groups concerned".[1] The "culturalisation" of the younger generation is the key to the transmission, continuation and development of culture, and the 2012 Outline of the National Cultural Reform and Development Plan for the Twelfth Five-Year Plan Period explicitly calls for "the promotion of close integration of cultural heritage education with national education". In 2014, the Ministry of Education called for "strengthening education on Chinese outstanding traditional culture under the new situation" in the Guidelines for Improving Education on Chinese Outstanding Traditional Culture, pointing out that "strengthening education on Chinese outstanding traditional culture is the key to building a system of transmission of Chinese outstanding traditional culture and promoting the development of culture". In 2018, the Ministry of Education carried out the construction of Chinese outstanding traditional culture inheritance bases in ordinary colleges and universities across the country, promoting the all-round integration of Chinese outstanding traditional culture into higher education, and exploring the construction of a Chinese outstanding traditional culture inheritance and development system with characteristics of colleges and universities. In 2021, the General Office of the Central Committee of the CPC and the Office of the State Council launched a new programme to promote the development of Chinese outstanding traditional culture education. The General Office of the Central Committee of the Communist Party of China and the General Office of the State Council jointly issued the Opinions on Further Strengthening the Protection of Intangible Cultural Heritage, proposing the construction of Chinese intangible heritage disciplines, "strengthening the construction of intangible cultural heritage disciplinary systems and specialisations in colleges and universities, and supporting colleges and universities with the conditions to independently set up additional master's degree points and doctoral degree points".

Education for the protection and transmission of intangible cultural heritage has been incorporated into the education system for children, adolescents and young people at all stages. The Guidelines for Improving Education in Chinese Traditional Culture require that "at the university level, the focus should be on improving students' ability to learn and explore Chinese outstanding traditional culture on their own, fostering students' sense of cultural innovation, and enhancing students' sense of responsibility and mission to pass on and carry forward Chinese outstanding traditional culture." [1] Therefore, guiding college students to study the protection and inheritance, development and utilisation, dissemination and promotion of traditional culture and intangible cultural heritage is the direct goal of non-genetic inheritance education in colleges and universities in the new era. There are already a few colleges and universities that are exploring and practicing the education and inheritance of intangible cultural heritage, and the theory and system of the discipline are being gradually improved. However, in the field of teaching and education, there is still a need to carry out design demonstration, practical exploration and experience summary on the educational concept, target positioning, carrier tangible, audience sensibility, and effective nurturing, so as to make unremitting efforts to improve the system of nurturing intangible cultural heritage in colleges and universities, and to cultivate a large number of literary artists with both moral and artistic qualities, as well as a large cultural and artistic talent team.[2]

## **2. Practical Experience in Intangible Cultural Heritage Education**

Wuhan Textile University is a comprehensive university featuring "Advanced Manufacturing and Textile Equipment", "Creative Design and Exquisite Manufacturing", "Big Data and Intelligent Management", and one of the top ten fashion universities in China. The university is based on the textile non-legacy of Jingchu region, the first in the country to carry out research on textile non-legacy, and extensive in-depth service in Hubei non-legacy inheritance and protection. 2019, approved by the Ministry of Education of China's outstanding traditional culture inheritance base (Han embroidery).

Wuhan Textile University's heritage of Intangible cultural heritage education has gone through four stages: the establishment of Han embroidery workshop in 2008, which is the first Intangible cultural heritage student interest organisation established by the textile university, and later developed into the textile university Intangible cultural heritage society, covering all the Jingchu textile

Intangible cultural heritage projects; starting from 2010, Intangible cultural heritage public courses on Han embroidery, traditional printing and dyeing, flower wrapping, and other Intangible cultural heritage characteristics of Jingchu have been offered one after another elective courses, to implement generalization and curriculum of Intangible cultural heritage education; in 2013, the school was approved to become one of the first Hubei intangible cultural heritage research centres, systematic development of progressive Intangible cultural heritage course clusters; in 2014, a separate Intangible cultural heritage direction was set up in the discipline of art to cultivate master's degree students in the direction of Intangible cultural heritage; in 2019, Wuhan Textile University was approved to be the Ministry of Education's Chinese Excellent Traditional Culture Inheritance Base, bridging the gap between Intangible cultural heritage and professional education. Intangible cultural heritage is not only integrated into artistic disciplines but also into textiles, materials, media, management, foreign languages, Marxism, etc., igniting an upsurge of Intangible cultural heritage education throughout the entire school. Furthermore, the university embedded Intangible cultural heritage in campus cultural development and ideological and political education. [3-4]

Therefore, the Intangible cultural heritage education of Wuhan Textile University is both quality education and professional education, through the four aspects of Intangible cultural heritage knowledge, skills, emotions and values of college students to lead the education, the formation of Intangible cultural heritage education of the basic concepts, content system, organisational system, Intangible cultural heritage education for the university of Intangible cultural heritage education and inheritance to provide a successful example.

### **2.1. Fostering Educational Philosophy**

The construction of Intangible cultural heritage education system in colleges and universities should follow the theory of higher education and the framework of education system. Currently, college students lack of cultural identity and motivation for inheritance of NHB. From the perspective of the experience of Wuhan Textile University's practical exploration over the years, education administrators should firstly establish a scientific concept of Intangible cultural heritage education, so that the concept can become the guide of action. A systematic approach was adopted to cultivate students' "sense of identity, inheritance, and innovation" towards Intangible cultural heritage, establishing an educational philosophy of "cultural individuals cultivation, dynamic inheritance, three-dimensional development, and practical innovation" and a content framework including "curriculum teaching, club development, workshop establishment, innovation and entrepreneurship, voluntary service, and exhibition exchanges".

### **2.2. Setting of the Target System**

This Colleges and universities not only need to make young people appreciate, identify with and disseminate intangible cultural heritage, but also need them to become inheritors and creators of intangible cultural heritage, and to become specialists with a high level of professionalism and creativity. Therefore, the educational objectives should be a composite objective system that places equal emphasis on Intangible cultural heritage skills, professional skills, creativity, cultural inheritance and volunteerism.

Firstly, the target system of "cultivating Intangible cultural heritage skills, professional skills, innovation ability and volunteerism" should be established. Students are guided to choose the projects they are interested in from the perspective of their interests and learn the skills of Intangible cultural heritage; combined with innovation and entrepreneurship, they can cultivate the spirit of craftsmanship and the sense of innovation; and then they can serve the revitalisation and development of traditional culture with traditional culture, so that they can complete the Intangible cultural heritage cognition, skills, ideological and emotional education during the process of their self-development.

Secondly, the content system of "curriculum teaching, club construction, workshop construction, innovation and entrepreneurship, volunteer service, exhibition and communication" should be established. The university merged knowledge learning, scientific innovation, and cultural inheritance, blending theoretical study with practical application. Workshops led by inheritors were introduced, employing a dual mentorship system with professional teachers and inheritors. Student-

led learning-oriented organizations were founded to unearth students' intrinsic motivation for autonomous learning and self-development and to foster cultural inheritance through voluntary services in primary and secondary schools, communities, and rural areas.

Thirdly, the organisational system of "multi-party collaboration, inheritance promotion, international dissemination and innovative development" should be established. The inheritance base and artistic colleges such as fashion design, art design and media, serve as the main implementers, with the teaching department, academic work, the Youth League Committee, the propaganda department and other functional departments in collaboration, to create platforms for teaching, practice, innovation, exhibition, and communication. This comprehensive approach integrates Intangible cultural heritage into the school education system, facilitating multi-entity collaborative organization and management.

### **2.3. Educational content and delivery**

Firstly, to build an Intangible cultural heritage curriculum system. In the case of the University of Textiles, for example, the Intangible cultural heritage curriculum includes "first classes" such as general studies and speciality courses.

General Studies is a public elective course for all students, including Intangible cultural heritage projects and cultural foundation courses such as Chinese embroidery, traditional printing and dyeing, flower-entanglement, textile culture, and so on. Specialised courses are offered for undergraduates and masters, including Art History, Weaving and Dyeing Art, Intangible cultural heritage and Clothing, Intangible cultural heritage and Digital Design.

The "second classroom" mainly consists of regular lectures, visits and experiences organised by traditional culture inheritance bases. This includes new student education, short- and medium-term experiential teaching, Intangible cultural heritage-related academic lectures by experts and scholars, and practical guidance by inheritors and masters of arts and crafts. In conjunction with the teaching, experiments, research and other training and guidance of professional teachers, it helps students to understand the history, culture, value and craft process of Intangible cultural heritage items. In addition, immersive experiential teaching is also conducted in online form or by travelling to the heritage artisan workshops.

Secondly, it is to build an Intangible cultural heritage practice system. Intangible cultural heritage education reveals a strong practicality and operability, attaches importance to outbound study and research, and leads students to go deep into the society and into the field. Students are allowed to know, understand and learn national culture and Intangible cultural heritage skills through participation, and practical guidance is carried out in club activities, social practice and innovation and entrepreneurship projects.

Thirdly, the competition promotes learning and practice, and stresses innovation and application. According to students' interests, grouped by different Intangible cultural heritage competitions, with the mode of "club-led, project-led, master-apprentice inheritance, studio system", through the guidance of professional teachers and inheritors, and students taking the old to bring the new in the form of organising and leading students to participate in the Internet +, the Challenge Cup, the Student and Creator Cup, the Intangible cultural heritage Cultural and Creative Design Competition, the Market Research and Analysis Competition and other Intangible cultural heritage related competitions. Various kinds of Intangible cultural heritage related events mobilise students' interests and stimulate their potential, at the same time allow students to experience the skills and significance of Intangible cultural heritage inheritance in team-based inheritance. In addition, the school also embeds four types of competitions into daily teaching according to the categories of Design Competition, Innovation and Entrepreneurship Competition, Academic Science and Technology Competition, and Volunteer Service Competition.

Fourth, to build a volunteer service system. Relying on the school Intangible cultural heritage related societies to set up Intangible cultural heritage protection volunteer alliance. This alliance facilitates the exchange of experiences and achievements, continues to organise students into campus, communities, and countryside, to carry out Intangible cultural heritage protection volunteer service

activities. At present, it has opened Han embroidery school-based courses and Han embroidery clubs in Wuhan, Hong'an and Yangxin primary and secondary schools, higher vocational colleges and universities, and villages, implemented Intangible cultural heritage study courses, and established rural Intangible cultural heritage training and inheritance bases.

Fifth, to build a display and exchange system. We will further promote the protection of intangible cultural heritage through the planning of various intangible cultural heritage activities. For example, the intangible cultural heritage cultural festival on campus and the intangible cultural heritage display and exchange activities during traditional festivals. We should actively participate in various intangible cultural heritage cultural activities organized by the government, universities, industrial organizations, associations, successors and other organizations, and organize the display and exchange of students' works.

#### **2.4. Construction Platform Carriers**

Expanding platforms and carriers in accordance with the objectives of "multi-party synergy, heritage promotion, international dissemination and innovative development".

First, to create a platform for Intangible cultural heritage research and education. In 2013, the school's Intangible cultural heritage research office was approved as the Hubei Intangible Cultural Heritage Research Centre. In 2017, the school's Jingchu Textile Intangible cultural heritage Museum (Folk Picking and Mending Embroidery Transmission Base of East Hubei), which covers an area of 4,000 square metres, was approved as a major platform for the national "Thirteenth Five-Year Plan" period cultural and tourism upgrading project. In 2019, the school was also approved as the Ministry of Education's Chinese Excellent Traditional Culture Inheritance Base (Han embroidery), which is a textile intangible cultural heritage exhibition and display, inheritance and protection, research and teaching platform mainly focusing on Han embroidery inheritance.

Secondly, the construction of Intangible cultural heritage practice carriers. Textile University existing Intangible cultural heritage and dyeing language two mature student clubs, by the school heritage base, master workshop, as well as off-campus cooperation units and internship practice base co-construction and co-management, by the teachers, tutors, inheritors of the joint guidance, the club members cover the undergraduate and postgraduate groups. Meanwhile, the school has established the Masters' Workshop, which employs representative inheritors of Intangible cultural heritage, such as Huang Shenghui, Zhang Xiansong, Jiang Chengguo, Wang Yan, Zhou Hong and Cao Xiaoqin, etc., to give lectures and serve as practical instructors all the year round. [5-9]

### **3. Experiences and Shortcomings of Intangible cultural heritage Education and Inheritance in Higher Education Institutions**

#### **3.1. Experience in the Transmission of Intangible Cultural Heritage Education in Higher Education Institutions**

Wuhan Textile University through practice gradually formed "scientific research as the basis, education and teaching as the grasp, innovation and development as a way, protection and inheritance as the goal" of the Intangible cultural heritage education and inheritance road.[11] The University of Wuhan Textile has gradually formed the road of Intangible cultural heritage education and inheritance through practice.

First, based on regional culture. Based on the local culture, service local traditional culture and economic and social development in line with the local universities and colleges of school positioning and schooling reality, combined with the characteristics of the discipline, industry resources are also in line with the purpose of local universities and colleges of special characteristics of the purpose of running a school, it is easier to achieve the results of the transformation and service to the community goals. Therefore, local colleges and universities can focus on teaching resources, targeting regional traditional culture and its distinctive Intangible cultural heritage projects, and do a good job in Intangible cultural heritage-related talent training, education and guidance, cultural interpretation, etc., so as to accurately help the protection and inheritance of local Intangible cultural heritage

projects.

Second, the optimisation of teachers. Based on the master's workshop, professional teachers and Intangible cultural heritage inheritors are the main body, jointly designing Intangible cultural heritage talent training and education and teaching programmes, integrating Intangible cultural heritage cases and resources, forming Intangible cultural heritage practice bases, and expanding Intangible cultural heritage employment and entrepreneurship space. Inheritors have irreplaceable status and role in Intangible cultural heritage education. Wuhan Textile University has long insisted on the optimisation of the structure and capacity of the "two-teacher" team in Intangible cultural heritage education, and formed the training mode of "project leading, teacher and apprentice inheritance, and studio system", and the "two-teacher apprenticeship system" in the "two-teacher apprenticeship system". In the process of exploring the "dual-teacher apprenticeship system", certain results have been achieved.

Thirdly, expanding platforms and carriers. The school actively connects schools, governments, communities, inheritors, media and cyberspace, and has taken the path of "learning, competition, exhibition, creation and promotion" for Intangible cultural heritage education and inheritance. It has successfully built a platform for Intangible cultural heritage skills education, communication, exhibition and innovation, as well as a practice base for labour education in primary and secondary schools.

Fourthly, it stresses the integration of production, learning and research. At present, the University of Textiles and Wuhan Tourism Development and Investment Group, the Yangtze River Daily Newspaper Group set up Wuhan Han embroidery production, learning and research development centre, which is the first Han embroidery industry chain in Wuhan City, with independent research and development, design, production and sales capabilities of the development platform. With Huangmei County Government to set up the East Textile New Material Technology Research Institute, with the China Silk Museum, Zhejiang University of Science and Technology, Jiangnan University set up the "China Silkworm and Silk Weaving Technology Protection Union", and Zaoyang rough cloth, such as a number of Intangible cultural heritage enterprises signed a strategic cooperation agreement between the school and enterprises, Intangible cultural heritage projects, product design, equipment modification, industrial docking services. [10]

### **3.2. Deficiencies in the Transmission of Intangible Cultural Heritage Education in Tertiary Institutions**

First, the curriculum system needs to be improved. Problems and difficulties are more prominent in the provision of basic theoretical courses on intangible cultural heritage, especially with regard to teachers, teaching materials, teaching resources and teaching bases. Basic courses in anthropology, ethnology, folklore, art, archaeology and history related to intangible cultural heritage can be offered but are not specialised. In addition, it is almost difficult to offer specialised theoretical and practical courses on intangible cultural heritage art, music and crafts.

Secondly, the construction of teachers is lagging behind. Overall Intangible cultural heritage education and teaching of specialised personnel gap is large, seriously restricting the cultivation of talents in the Intangible cultural heritage industry. Among them, the structure of education and teaching personnel imbalance, serious fault, the lack of young and middle-aged talent, the phenomenon of the shortage of young and yellow is particularly prominent. At the same time, the overall number of talents is difficult to meet the needs of education and teaching, the acute shortage of classroom talents, the image of part-time outside the profession is common, and the quality of teaching is difficult to guarantee. In addition, limited to the level of funding and management, the problems of hiring, managing, supervising and motivating external tutors are equally difficult. [11]

## **4. Conclusion**

Intangible cultural heritage education in colleges and universities is an important initiative for the protection of intangible cultural heritage in China, and local colleges and universities can rely on the advantages of regional cultural resources, university disciplines, teaching and scientific research to cultivate senior specialists in the inheritance, protection, teaching and research of intangible cultural

heritage, and to promote the common development of industry, academia and research. Wuhan Textile University's Intangible cultural heritage education practice, especially its experience and shortcomings in education concept, education objectives, education content, work carrier, etc., can roughly reflect the basic status quo of Intangible cultural heritage education in local colleges and universities and the direction of optimisation in the future, such as perfecting the curriculum system, optimising the teaching staff, and so on.

## Acknowledgements

This research was supported by the following funds:

(1) Research topic on the construction of the Yangtze River National Cultural Park in Hubei Province: "Recognition of the value of Intangible cultural heritage and digital protection and utilization of the Yangtze River National Cultural Park" (HCYK2022Y11).

(2) Teaching Research Project of Wuhan Textile University in 2021: "Public art Teaching Reform in Colleges and Universities from the Perspective of Intangible cultural heritage Education Inheritance" (2021JY110).

(3) 2022 Wuhan Textile University Student Work Brand Project: "Research on Patriotism Education Mechanism Based on the Educational Inheritance of Intangible cultural heritage of College Students in the New Era".

## References

- [1] Tan Hong. Discussion on the Construction of Intangible Cultural Heritage Education and Inheritance System[J]. Chongqing Higher Education Research,2015,3(01):80-88.
- [2] Xu Jinlong. Current Situation and Countermeasures of Intangible Cultural Heritage Education for College Students[J]. Journal of Gannan Normal College,2009,30(01):118-121.
- [3] Duan Chao,Li Xiulin. Reflections on Strengthening the Inheritance of Chinese Excellent Traditional Culture in Ethnic Colleges and Universities in the New Era--Taking Colleges and Universities under the State People's Committee as an Example[J]. Journal of South-Central Minzu University(Humanities and Social Sciences Edition),2019,39(06):38-43.
- [4] Zhao Bowen, Li Kejun. Logical Mechanism and Innovative Practice of the Construction of Intangible Cultural Heritage Inheritance Education System in Colleges and Universities[J]. Guizhou Ethnic Studies,2023,44(01):215-221.
- [5] Du Lili. Intangible cultural heritage preservation as a new mission of higher education - the example of French universities[J]. Modern University Education,2016,No.159(03):45-51.
- [6] Xu Yi B. Inheritance of Intangible Cultural Heritage and the Mission of Higher Education[J]. Journal of Xuzhou Engineering College (Social Science Edition),2010,25(01):67-70.
- [7] Tan Hong. Problems and Countermeasures of Disciplining Intangible Cultural Heritage[J]. Ethnic Art,2009,No.97(04):9-14.
- [8] Sun Zhengguo. Practical forms of "non-legacy" inheritance in Chinese universities over the past ten years[J]. Cultural Heritage,2017(01):11-16.
- [9] He Bin, Ma Wen. Disciplinary Construction of Intangible Cultural Heritage Education in Japanese Universities and Its Reflection[J]. Folklore Research,2021,No.159(05):31-38.
- [10] Sun Wei. Let the traditional national culture be passed on to the next generation - On the role of art education in colleges and universities in the protection of intangible cultural heritage[J]. Ethnic Art Research,2011,24(04):166-171.
- [11] Zhang Dan,Zhao Jinlong. The Practice of Local Universities in Promoting Regional Non-Genetic Inheritance in the Integration of Culture and Education--Taking Wuhan Textile University as an Example[J]. Fashion Guide,2020,9(06):65-67.