

## The Path of Aesthetic Education Curriculum in Universities from the Perspective of Local Intangible Cultural Heritage

Wan Qi<sup>a</sup>, Naixue Wang<sup>b</sup>, Wen Xu<sup>c</sup>

Liaoning Communication University, Shenyang, 110136, Liaoning, China

<sup>a</sup>1149370296@qq.com, <sup>b</sup>yezuo115@163.com, <sup>c</sup>1269670845@qq.com

**Keywords:** Globalization; Locality; Non-legacy culture; Aesthetic education curriculum

**Abstract:** This article aims to explore the path construction of aesthetic education courses in universities from the perspective of local intangible culture. This article expounds the characteristics and values of local intangible culture, including regionality, inheritance, liveliness and cultural, educational and social values. This article analyzes the objectives, contents and teaching methods of aesthetic education courses in universities, and emphasizes the importance of cultivating students' aesthetic ability, creativity and understanding and respect for multiculturalism. At the same time, the article puts forward the specific paths and methods of constructing aesthetic education courses in universities, including reshaping the curriculum system, innovating teaching methods, strengthening cooperation and resource sharing between schools and places, and cultivating teachers. These paths and methods are of great significance and role in improving the quality of aesthetic education courses in universities and inheriting local intangible culture. They can enrich the course content, improve the flexibility and effectiveness of teaching methods, and at the same time provide a broader inheritance platform for intangible culture and stimulate students' interest and love for it. This study provides a new research perspective and thinking for related fields; At the same time, it provides concrete paths and methods for the reform and innovation of aesthetic education courses in universities, and promotes the inheritance and development of local intangible culture in universities.

### 1. Introduction

Under the background of globalization, various cultures, values and lifestyles are intertwined, forming a multicultural world pattern[1]. Facing the impact of globalization, it is particularly important to protect and inherit the local intangible culture. Intangible Cultural Heritage (ICH), as an important carrier of national spirit and cultural genes, not only carries historical memories and national feelings, but also is an important link to maintain national identity and cultural self-confidence[2]. Only by adhering to and inheriting the local intangible culture can we maintain the uniqueness and diversity of national culture in the wave of globalization[3].

As an important place for knowledge transmission, ideological exchange and cultural innovation, universities have unique advantages to undertake the mission of cultural inheritance and innovation[4]. Aesthetic education course, as an important part of higher education system, is the key link to cultivate students' aesthetic concept, artistic accomplishment and cultural consciousness[5]. Through the study and practice of aesthetic education courses, students can have a deeper understanding and experience of local intangible culture, thus enhancing their sense of identity and pride in national culture[6]. However, at present, the integration of local intangible culture in aesthetic education courses in universities is still insufficient. Although some universities have begun to try to integrate intangible culture into aesthetic education courses, they often only stay at the superficial level of introduction and appreciation, lacking in-depth theoretical discussion and practical experience[7]. This situation not only restricts students' comprehensive understanding and in-depth experience of intangible culture, but also restricts the effective inheritance and development of intangible culture in universities.

Therefore, it is particularly urgent to explore the ways and methods to effectively integrate local

intangible culture into the aesthetic education curriculum in universities[8]. This can not only enrich the teaching content and methods of aesthetic education courses, improve the attractiveness and teaching quality of courses, but also provide a broader inheritance platform and development space for intangible culture[9]. By constructing a scientific and reasonable curriculum system, innovating teaching methods, strengthening school-local cooperation and resource sharing, and cultivating teachers with intangible cultural literacy, students can feel and understand the unique charm and value of intangible culture in their personal participation and practice, thus cultivating their cultural consciousness and self-confidence. This will have far-reaching significance and influence on promoting the live transmission of intangible culture and promoting the reform and innovation of aesthetic education courses in universities.

## 2. Local intangible culture and the theoretical basis of aesthetic education curriculum in universities

### 2.1. The concept, characteristics and value of local intangible culture

Local intangible culture is an ICH with unique historical, cultural, artistic and scientific values in a certain region. It reflects the cultural characteristics, national spirit and historical heritage of a region and is an important part of national cultural diversity. The characteristics and values of local intangible culture are shown in Table 1:

Table 1 Characteristics and value of local intangible culture

Characteristic	Describe	Value	Describe
Territoriality	It is closely related to the natural environment, historical background and social customs of a specific region.	Cultural value	It bears the cultural memory and creativity of a region or a nation and is the embodiment of cultural diversity.
Inheritance	Pass on from generation to generation through oral communication, family inheritance or community inheritance.	Educational value	It is rich in educational resources and wisdom, which plays an important role in cultivating students' cultural literacy and aesthetic ability.
Viability	It is closely connected with people's daily life and constantly evolves with the development of the times.	Social value	Promote community cohesion and cultural identity, and promote social harmony and progress.

The objectives, contents and teaching methods of aesthetic education courses in universities are shown in Table 2:

Table 2 The objectives, contents and teaching methods of aesthetic education courses in universities

Project	Describe
Target	
Aesthetic ability and creativity	Cultivate students' aesthetic ability and creativity so that they can appreciate and create beautiful works of art.
Multicultural understanding	Guide students to understand and respect multiculturalism and enhance their ability of cross-cultural communication and understanding.
All-round development and comprehensive quality	Promote students' all-round development and improve their comprehensive quality, including cognition, emotion, attitude and values.
Content	
Artistic appreciation	It covers the appreciation and understanding of music, painting, sculpture and other art forms.
Aesthetic theory	Introduce the basic principles and schools of aesthetics, and provide students with tools for artistic criticism and theoretical analysis.
Cultural inheritance and innovation	Discuss the inheritance and innovation of cultural heritage, including the integration of traditional and modern art.
Teaching method	
Theoretical teaching	Teach theoretical knowledge and artistic background by means of classroom lectures and special lectures.
Practice Teaching	Through artistic creation, cultural exchange and other practical activities, students can feel and understand art in practice.
Blended teaching	Combining online and offline teaching methods, using modern educational technology to improve teaching effect and interaction.

## **2.2. The internal relationship and interactive relationship between local intangible culture and aesthetic education courses in universities**

Internal connection: The local intangible culture and the aesthetic education curriculum in universities have the same goal, that is, they are both committed to the inheritance, innovation and development of culture and the improvement of students' comprehensive quality. At the same time, local intangible culture provides rich teaching resources and materials for aesthetic education courses in universities, and provides impetus and support for curriculum reform and innovation.

Interactive relationship: Aesthetic education curriculum in universities is an important platform for inheriting and developing local intangible culture. Through curriculum setting and teaching activities, students can be guided to understand, appreciate and inherit intangible culture. At the same time, local intangible culture can also inject new vitality and connotation into the aesthetic education curriculum in universities, and promote the innovation and development of the curriculum. The two promote each other and jointly promote the inheritance and development of culture.

## **3. Analysis of the present situation of local intangible culture in aesthetic education courses in universities**

### **3.1. The integration of local intangible culture in aesthetic education courses in universities**

At present, aesthetic education courses in some universities have begun to try to integrate into local ICH, but overall, the degree of integration is still low. Aesthetic education courses in many universities still mainly focus on western art history and aesthetic theory, and the introduction and discussion of local intangible culture are relatively few. In the course of aesthetic education in universities that have been integrated into local intangible culture, the common ways include classroom teaching, art exhibition and on-the-spot investigation. These methods have improved students' awareness and interest in intangible culture to a certain extent, but there are still problems of insufficient depth and breadth.

### **3.2. Experiences and problems of existing aesthetic education courses in inheriting and promoting local intangible culture**

Experience: (1) Some universities invite non-genetic inheritors to campus and set up non-legacy workshops to let students experience and learn non-legacy skills, which has achieved good teaching results. (2) Some universities actively cooperate with local governments and cultural institutions to jointly carry out the protection and inheritance of intangible culture, forming a good mode of cooperation between schools and places.

Problems: (1) Lack of systematic curriculum design: When the current aesthetic education curriculum is integrated into local intangible culture, it often lacks systematic curriculum design, resulting in scattered and unsystematic teaching content. (2) Lack of teachers: Many universities lack teachers with intangible cultural literacy and skills, so it is difficult to effectively guide students to learn and inherit intangible culture. (3) Lack of practical platform: Although some universities have tried to build practical platforms for ICH, on the whole, there are still few practical opportunities to meet the actual needs of students.

### **3.3. The importance of aesthetic education courses in universities to the inheritance of local ICH**

Bridge of cultural inheritance: As an important part of cultural education, aesthetic education courses in universities have the natural mission of inheriting and developing culture. Through the setting of courses and the development of teaching activities, local intangible culture can be systematically taught to students, and the intergenerational inheritance of culture can be realized.

Platform for innovation and development: As an important place for knowledge innovation and cultural innovation, universities have the potential to promote the innovation and development of ICH. Through the reform and innovation of aesthetic education curriculum, students' creativity and

innovative spirit can be stimulated, and intangible culture can be promoted to develop in inheritance and inherit in development.

Cultivation of cultural self-confidence: local intangible culture is a cultural treasure of a region or a nation. By learning and understanding these cultures, students' cultural self-confidence and national pride can be enhanced. At the same time, by combining intangible culture with aesthetic education courses, students' aesthetic ability and cultural accomplishment can be cultivated, and their comprehensive quality and social competitiveness can be improved.

#### 4. The path construction of aesthetic education curriculum in universities from the perspective of local intangible culture

##### 4.1. The specific paths and methods of constructing aesthetic education courses in universities

Rebuilding the Curriculum System: With a focus on the aesthetic education curriculum in universities, efforts should be made to rebuild the curriculum system. This ensures that the content of local intangible culture can be organically integrated. Specialized courses dedicated to intangible culture can be established, or modules covering intangible culture can be incorporated into existing coursework.

Innovating Teaching Methods: It is essential to introduce practical teaching methods, such as project-based learning, case analysis, and workshops. These approaches enable students to learn and inherit intangible culture through personal experience and hands-on engagement.

Collaborating with the Community and Sharing Resources: Universities should actively collaborate with local governments, cultural institutions, and non-genetic inheritors. Such collaborations foster resource sharing and joint efforts in promoting the protection and inheritance of intangible culture.

Training Teaching Staff: It is crucial to strengthen the training of college teachers in intangible cultural literacy and skills. Additionally, universities should seek to attract and hire exceptional teachers with backgrounds in intangible culture. This will significantly enhance the quality of teaching and learning experiences related to intangible culture.

The significance and function of paths and methods are shown in Table 3:

Table 3 Significance and function of path and method

Path/method	Significance and function
Improve the quality of courses	
Incorporate into local intangible culture	Through the integration of local intangible culture, the content of aesthetic education courses in universities will be richer and more diverse, and the attraction and teaching quality of the courses will be improved.
Innovation of teaching methods	Flexible and effective teaching methods, such as project-based learning and case analysis, are adopted to enable students to have a deeper understanding and experience of intangible culture.
Inheriting intangible culture	
Provide a platform for inheritance	These paths and methods provide a broader inheritance platform for local intangible culture and promote the live transmission of intangible culture.
Stimulate interest and love	It is helpful to stimulate young people's interest and love for intangible culture and cultivate a new generation of inheritors and protectors.
Cultivate cultural self-confidence	
Deeply understand cultural traditions	By studying and understanding local intangible culture, students can understand their own cultural traditions and national spirit more deeply.
Enhance cultural self-confidence and national pride	So as to enhance cultural self-confidence and national pride and cultivate modern people with national feelings and international vision.

##### 4.2. Specific embodiments and steps

Scheme Formulation: Based on the unique characteristics and conditions of universities, detailed implementation schemes should be formulated. These schemes should encompass the establishment of a comprehensive curriculum system, the careful selection of appropriate teaching methods, and

the creation of a robust cooperation mechanism.

**Resource Integration:** It is essential to actively integrate resources both within and outside the school. This includes the effective utilization of teachers, teaching equipment, practice bases, and other available resources. By doing so, we can ensure the smooth and successful implementation of the aesthetic education curriculum.

**Pilot Implementation:** A pilot implementation of the new aesthetic education curriculum scheme should be conducted in selected classes or majors. This pilot phase will allow for the collection of valuable feedback, enabling timely adjustments and improvements to the scheme.

**Evaluation and Feedback:** Regular evaluations of the implementation effect are crucial. These evaluations should summarize key experiences and lessons learned, leading to continuous improvements and optimizations of the course paths and methods. Additionally, an effective feedback mechanism must be established to promptly gather and address the opinions and suggestions of students, teachers, and other relevant stakeholders.

## 5. Conclusions

Through in-depth research and discussion, this article draws the following main findings and conclusions:

(1) Local intangible culture has rich educational value and cultural connotation, which is of great significance for improving the quality of aesthetic education courses in universities and promoting the all-round development of students.

(2) At present, the integration degree of local intangible culture in aesthetic education courses in universities is still low, and there are many problems and challenges that need to be strengthened and improved.

(3) To construct the aesthetic education curriculum path in universities from the perspective of local intangible culture, we need to comprehensively consider and design the curriculum system, teaching methods, cooperation between schools and places, teachers and so on.

(4) By implementing specific paths and methods, the quality and attractiveness of aesthetic education courses in universities can be effectively improved, and at the same time, the inheritance and development of local intangible culture can be promoted.

Based on the results and findings of this study, the following inspirations and suggestions are put forward:

(1) Universities should pay more attention to local intangible culture, organically integrate it into aesthetic education courses, and improve the quality and cultural connotation of the courses.

(2) Schools should strengthen their cooperation with localities, collaborating closely with local governments and cultural institutions to jointly promote the protection and inheritance of intangible culture. This collective effort will help to form a unified and powerful force for its preservation.

(3) It is crucial to prioritize the professional development of teachers, focusing on enhancing their understanding and skills related to intangible culture. By improving teachers' literacy and proficiency in this area, we can ensure the smooth and effective implementation of the curriculum.

(4) An efficient evaluation and feedback mechanism must be established to gather timely input from students, teachers, and other stakeholders. By collecting and addressing their opinions and suggestions, we can continuously refine and optimize the course paths and teaching methods, ensuring their relevance and effectiveness.

## References

[1] Feng Chao. Feasibility study on the integration of aesthetic education courses in universities into local intangible culture of fine arts-taking Ningxia Normal University as an example [J]. *Journal of Ningxia Normal University*, 2023, 44(5):5-8.

[2] Wang Xiaoqin, Li Yuhua. Exploration on the path of integrating regional "intangible heritage" into aesthetic education in universities in the new era-taking Qingshen bamboo weaving into

aesthetic education curriculum as an example [J]. *Tiangong*, 2023(9):78-80.

[3] Liu Jianyun. ICH into the effective path of aesthetic education courses in universities [J]. *Beautify life*, 2022(11):3.

[4] Tang Guoqing, Lei Yunqian. Exploration and research on the integration of local intangible culture into aesthetic education in universities-based on the investigation of local operas in Linwu [J]. *China National Expo*, 2023(9):109-111.

[5] Li Caixia. Using ICH to innovate and develop new resources of aesthetic education curriculum in schools [J]. *China National Expo*, 2022(3):83-85.

[6] Zhou Junwei. Research on the strategy of improving the fit between regional intangible culture and aesthetic education in universities [J]. *Middle school geography teaching reference*, 2023(15):I0012.

[7] Lin Qiong-xin. On the practice of intangible cultural workshops in aesthetic education courses in primary and secondary schools [J]. *Tianjin Education*, 2022(24):141-143.

[8] Lin Qun, Chi Xiaoyan. The development and implementation path of aesthetic education curriculum integrating excellent local culture-taking the "other aesthetic education curriculum" in the middle school affiliated to Fujian Normal University as an example [J]. *Fujian Education*, 2020(25):3.

[9] Zhao Jia. Research on the integration of intangible culture into the promotion of aesthetic education courses in universities [J]. *Popular Literature and Art*, 2021, 000(008):169-170.