

Research on Practical Teaching of Cultural Relics Protection and Restoration

Specialty

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Abstract: With the progress of society, people's awareness of cultural relics protection has been continuously strengthened. Under the influence of years of compulsory education quality training, most young students advocate carrying forward Chinese culture and protecting Chinese traditional cultural relics, but most people still choose to engage in science and technology related jobs. The art of cultural relics protection is faced with the dilemma of no successor. How to make the art of cultural relics protection and restoration better inherit is particularly important. Some colleges and universities have set up the specialty of cultural relics protection and restoration. How to carry out courses and teaching, and how to better combine traditional skills with modern teaching is particularly important. Therefore, it is an urgent problem to strengthen the popularization of the awareness of cultural product protection and improve the teaching contents and methods.

Keywords: Cultural Relics Protection and Restoration; Practice Teaching Reform; Research and Practice

1. Introduction

According to incomplete statistics, the majors of cultural relics protection, restoration and inheritance recruit fewer students in colleges and universities. The previous teaching contents are far from the requirements of cultivating compound talents, which makes it difficult for cultural relics protection and restoration personnel to adapt to the rapid development of society and meet people's survival needs. Therefore, in order to enable more people to devote themselves to the cause of cultural relics protection, this paper will specifically analyze the development status of this major and explore strategies to improve the protection and restoration of cultural products, hoping that future generations of China can enjoy the brilliant history and culture of the Chinese nation.

2. Current situation of practical teaching of cultural relics protection and restoration

specialty

2.1 Students majoring in cultural relics protection and restoration have difficult employment and low income

According to incomplete statistics, the number of colleges and universities offering the specialty of cultural relics protection and restoration is less than 500 every year. Although the number is increasing every year, students still face difficulties in employment and have no occupation after graduation. The boring work content and low income lead to the low selection rate of this major every year, which also affects the employment in cultural relics protection.

2.2 Uneven distribution of professional resources and low teaching level

There are not many schools offering the specialty of cultural relics protection and restoration in China, and most of them are higher vocational colleges or art students. The students' teaching staff is imperfect, the teaching staff is lack of

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professionalism, and the curriculum and training plan are unreasonable. Therefore, for the students who choose this major, they do not receive good education and complete teaching resources during school, so that the art of cultural relics restoration cannot be well inherited.

2.3 Students can't stand the loneliness brought by the restoration of cultural relics and can't master traditional skills

In order to master the skills of cultural relics protection and restoration, students should not only learn painting skills, but also have a general knowledge of human history, art history and other theoretical knowledge. Of course, students' practical ability and degree of care are very important parts. This leads to high learning difficulty, decreased interest of students, unbearable loneliness caused by the restoration of cultural relics, and unable to devote themselves to the work of cultural relics protection.

3. The necessity of reforming the practical teaching contents and methods of the specialty of cultural relics protection and restoration

It is understood that there are nearly 30 million cultural relics in China, and these collections have been damaged to varying degrees after years of precipitation, which need to be repaired by relevant personnel. The establishment of the specialty of cultural relics protection and restoration also lays a foundation for the protection and restoration of collections. However, the traditional teaching method of master with apprentice in the major of cultural relics protection and restoration does not meet the requirements of the state for the cultivation of compound talents. The inheritance of more than 5000 years of historical relics in China is carried out in the way of "passing on from generation to generation and teaching by teachers", which leads to the fact that the skills of cultural relics restoration have not really entered the campus. In addition, cultural relics restoration is a multi-disciplinary and mutually supporting technology, which requires techniques other than restoration techniques, such as painting techniques and calligraphy techniques. It ultimately leads to its inability to be understood and studied by the majority of students, the reduction of the relationship between art and culture and the reduction of thinking collision, which naturally hinders the cultivation of compound talents needed by the country.

Therefore, it is imperative to improve the current situation of cultural relics protection and reform the practical teaching contents and methods of cultural relics protection and restoration specialty. This is not only a breakthrough in the traditional teaching mode, but also a bridge between art majors and other majors, so that more young students can have access to cultural relics protection and make use of their knowledge to contribute to the restoration of collections.

4. Research and explore the strategies of practical teaching methods for the specialty of cultural relics protection and restoration

4.1 Improving the training level of professionals in cultural relics protection and restoration

In order to improve the scarcity of talents in cultural relics related majors, colleges and universities need to clarify the level and direction of talent training. The protection and restoration of cultural relics can be roughly divided into high-efficiency compound talents, technology application talents, basic teaching talents, etc. Different levels of talent training will have different requirements for students, and colleges and universities can improve the training level to complete teaching with more goals and directions, so as to make the best use of everything and cultivate talents needed by the society. In addition, the traditional talent training program cannot help students better adapt to professional learning, and may even lead to students' disgust and confusion. Therefore, a clear division can help students clearly formulate a learning plan suitable for their own development direction, plan the future career development as soon as possible, and know that clear goals will provide people with a steady stream of power.

4.2 Reconstruct the curriculum system of cultural relics protection and restoration specialty

According to the survey of the curriculum system of most colleges and universities, it is found that they basically teach in the curriculum mode of combining with practice. For example, some colleges and universities help students complete various learning, training and broaden the scope of students' learning through minor or double degree certification; Some colleges and universities offer courses for relevant experts, holding lectures, arranging students to enter museums, researching institutes and other venues, carrying out practical investigation, and teaching students to apply what they have learned with the help of practical activities. This way increases the opportunities for students to choose independently and improves their initiative. Moreover, the interdisciplinary course learning is more conducive to the cultivation of talents in colleges and universities, helping students increase their skills and improve the employment probability in the future. Restructuring the curriculum system of cultural relics protection and restoration can make so more students understand the relevant knowledge of cultural relics restoration and protection, fully tap the potential of talent training, and provide more survival paths for cultural restoration and protection in the future.

4.3 Increasing the teaching of traditional handicrafts expert technology course and adopting the “1 + X” mode to improve students’ practical ability

From the variety show “I repair cultural relics in the Forbidden City”, we learned that in recent years, most of the cultural relics restorers in China’s national intangible cultural heritage are older and have become the only inheritors of cultural relics restoration technology. However, due to the lack of contact with these social workers in some colleges and universities, the teaching work is mainly based on textbook narration and video interpretation, so that students cannot really get in touch with the restoration of cultural relics. Therefore, the technology of these inheritors cannot fully play a role, but with the passage of time, the old craftsmen are submerged in the long river of history. The courses shall be taught by traditional handicrafts experts and professional teachers. Each course shall be taught by one teacher and one industry expert. The purpose of industry expert course teaching is to pass on the pure traditional handicrafts, so as to prevent loss or bias. At the same time, it also enables more students to participate in the restoration of cultural relics and increase their practical ability through practical actions.

4.4 Making full use of local cultural relics resources and expanding teaching activities

Due to the limitations of time, place, resources and other conditions, the traditional teaching mode has greatly inhibited students’ interest in the major of cultural relics protection and restoration. Therefore, in order to change this situation, teachers need to make some innovation and reform. For example, make full use of local cultural relics resources to expand the content of teaching activities. Each city has its own history. Teachers can use this resource to let students experience the mystery of these cultural relics and treasures, and guide students to experience the joy and sense of honor brought by the restoration of a cultural relic. Of course, teachers can also set up experimental activities to enable students to use their theoretical knowledge to design restoration schemes and imitate the process of completing the restoration of cultural relics, so as to fully exercise students’ working ability in the restoration and protection of cultural relics. This not only improves the teaching quality, but also combines theoretical teaching with practice in a deep sense, and cultivates students’ working consciousness.

4.5 Strengthening the interactive learning of various majors and building a diversified classroom

Although the major of cultural relics protection and restoration is for art students, its protection and restoration work must not be limited to the study of artistic knowledge, but also need the school to cultivate students’ comprehensive quality in many aspects. To complete the protection and restoration of cultural relics, we need not only to master the relevant history, but also to understand certain science and technology to assist in the restoration. Therefore, on the one hand, to strengthen the interactive learning of various majors and build a diversified classroom is to meet the national demand for compound talents in cultural relics protection; On the other hand, it responds to the slogan of cultivating talents through innovation and science. It is believed that with the deepening of interactive learning, cultural relics protection and restoration will gradually enter people’s lives, and students’ sense of protection will also be enhanced.

5. Conclusion

As the only link between the national intangible cultural heritage protection profession and the major of cultural relics protection and restoration, colleges and universities should pay more attention to the reform of teaching contents and the cultivation of students, cultivate high-quality applied compound talents, inherit traditional handicrafts, so that more collections can be preserved and continued. At the same time, it is also hoped that in addition to the country, more students can establish a sense of mission for the restoration and protection of collections, devote themselves to the protection of national cultural relics, and open up a bright development path for the restoration of cultural relics with patriotism and innovative exploration thinking.

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