

A Brief Discussion on the Current Situation and Countermeasures of Intangible Cultural Heritage Education for University Students

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Abstract: For university students, the realization of intangible cultural heritage education is a very important and valuable work. In addition to effectively completing the necessary teaching work, colleges and universities also need to complete intangible cultural heritage education, so that they can realize the inheritance of intangible culture and help cultivate and improve students' accomplishment. This paper mainly expounds the actual situation of intangible cultural heritage education for college students at this stage, and further puts forward corresponding countermeasures, so as to lay a solid foundation for the inheritance of intangible culture.

Keywords: College students; Intangible cultural heritage; The current state of education; Countermeasure

Introduction

China's culture has a long history, and the cultural materials handed down by various ethnic groups are very rich. For our university students, there are more opportunities to learn and understand various things in universities, and it is very effective and necessary to carry out intangible cultural heritage education for university students. However, it should be noted that most colleges and universities do not carry out relevant intangible cultural heritage education, nor can they excavate this knowledge, which is not conducive to the inheritance of intangible culture and the improvement of college students' cultural accomplishment.

1. Current status of intangible cultural heritage education in colleges and universities

In the process of cultural inheritance in China, colleges and universities are very important cultural inheritance bases, its main purpose is to cultivate more professional talents, college students in colleges and universities after education, can have professional quality, in the future work can be more comfortable. However, it should be noted that most universities do not offer courses related to intangible cultural heritage education and do not pay enough attention to it. In general, it is manifested in the following aspects:

1.1 Failure to set up relevant majors

In the majors of universities, it is generally folklore and folklore that are related to the content of intangible cultural heritage. However, in many colleges and universities, it is not possible to offer relevant courses, let alone educate students. Courses related to folklore and folklore are generally offered only at the graduate level, and the enrollment is small, and many universities do not carry out the recruitment of this major. Even the well-known Nankai University does not offer relevant courses, which is not conducive to college students learning relevant knowledge.

1.2 Lack of professional teachers

For universities, due to the lack of attention to the teaching of intangible cultural heritage, schools do not offer relevant courses, let alone professional teachers. Relevant elective courses are offered in a timely manner, but the teachers who serve as

elective courses generally do not have formal training, have little knowledge of relevant knowledge, and do not participate in the preparation of teaching materials. In the liberal arts majors of colleges and universities, many teachers study different professional fields, some teachers are engaged in folk culture research, and some focus on folklore, but there are very few teachers who study intangible cultural heritage alone, and the lack of teachers seriously affects the learning of intangible cultural heritage knowledge of college students.

1.3 No relevant courses have been offered

For most colleges and universities in China, only a few key liberal arts colleges have opened courses related to folk literature and folklore, and most colleges and universities have not opened related majors and courses. In some universities, intangible cultural heritage is included as an elective course. However, there is no more scientific teaching plan, the teaching content is not effectively planned, students are not interested in this area, they will not choose this course, and students do not pay attention in the classroom, only to get credits to learn relevant knowledge, which affects the overall quality of teaching of intangible culture courses.

2. Responses to strengthen intangible cultural heritage education in colleges and universities

At this stage, China's relevant policies are formulating a law on the protection of intangible cultural heritage. Colleges and universities need to combine the actual teaching situation, based on their own school-running characteristics, and introduce more scientific teaching concepts in the teaching process, so as to achieve more efficient education to a certain extent and help colleges and universities cultivate talents with higher professional quality. Specifically, intangible cultural education needs to be carried out from the following aspects:

2.1 Courses related to intangible cultural heritage

In the teaching work of colleges and universities, it is necessary to organically combine intangible cultural education with ideological and political education offered by colleges and universities, adopt more scientific teaching guidance, help students better understand relevant knowledge, integrate with historical and cultural courses, and use Marxist theory to explain the importance of intangible culture. In this way, the cultural quality of college students can be effectively improved, and the integration of philosophy, history and related arts courses can be further realized, which plays a very important role in improving the aesthetic ability of college students and can effectively inherit intangible cultural heritage. For universities with basic conditions, it is necessary to be able to create opportunities for students to learn about intangible cultural heritage, so as to stimulate students' interest in learning to a certain extent. A complete teaching system can be built through various courses and related intangible cultural activities. In addition, it is necessary to further innovate relevant teaching methods and create more scientific cultural courses for students to learn.

2.2 Strengthen the construction of undergraduate majors

In the process of actually carrying out teaching work, what colleges and universities need to do is to further introduce teaching content related to intangible cultural heritage into undergraduate education and let it enter mainstream education, which is also an effective inheritance of the creative spirit and creative ability of the Chinese nation, and plays a very important role in the future development of students. Colleges and universities also need to include the relevant content of intangible cultural heritage into the scope of key protection, and apply a more scientific education mechanism in the undergraduate education of universities, which is the key point that universities need to focus on in the actual development process, and put more energy into relevant professional planning, create a good atmosphere for inheriting intangible cultural heritage, and college students are more willing to learn relevant knowledge in this atmosphere.

For China's education department, when opening relevant undergraduate majors, it can combine local folk characteristics to open relevant intangible heritage protection majors, which can provide high-quality talents for the local area, and is also conducive to the effective inheritance of intangible cultural heritage, and further promotes the smooth development of liberal arts teaching in colleges and universities. Specifically, it is necessary to support comprehensive universities and ethnic universities, allocate special funds, encourage the application of relevant topics, and adjust the teaching content of majors, so as to realize the effective inheritance of the intangible cultural heritage of colleges and universities.

2.3 Strengthen the construction of teachers

For colleges and universities, it is necessary to combine the actual situation and form a capable teaching team. Some more

professional teachers can be brought in from other institutions to teach part-time at the school, and this elite team is mainly formed by young teachers. In addition, colleges and universities also need to train these teachers, carry out more relevant lectures, and conduct necessary academic exchanges, so as to improve the overall professional level of teachers to a certain extent, so as to provide students with more professional intangible cultural heritage training and lay a solid foundation for students' future development. At the same time, for teaching workers in colleges and universities, they can also hire some folk intangible craftsmen to participate in it, carry out various activities, and actively guide students to participate, which can enhance students' perceptual understanding of intangible heritage to a certain extent and inherit it from the bottom of their hearts. For example, universities can introduce Changshan war drums and other intangible cultural heritage performances from the intangible heritage list, so that students can participate, which can help students better learn relevant cultural knowledge to a certain extent. It also makes the age structure of intangible culture inheritors better improved, and a large number of young people have been expanded in terms of age structure, and intangible cultural heritage has been effectively inherited, which can also improve the overall comprehensive literacy of college students to a certain extent, and become talents with both ability and integrity.

3. Concluding remarks

To sum up, university students are the future of the motherland, and for university students, they not only need to master professional knowledge so that they can work better in the future, but also need to shoulder the mission of inheriting intangible cultural heritage, so as to ensure that China's traditional culture will not be broken. At the same time, colleges and universities should also cultivate better talents, so that China's intangible cultural heritage can be better protected, so as to truly realize teaching and education, utilitarian benefits.

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