

A Brief Analysis of the Logical Mechanism and Innovative Practice of the Construction of Intangible Cultural Heritage Inheritance Education System in Colleges and Universities

Rui Yin

Zhejiang Technical Institute of Economics, Zhejiang Hangzhou 310018

Abstract: At present, the protection of intangible cultural heritage is accelerating across the country. As a higher education institution, it is also actively carrying out the practice of intangible cultural heritage into campuses, classrooms and teaching materials, and has achieved certain results in related aspects. However, an intangible cultural heritage education system adapted to the development of modern society has not been established, and how to build an intangible cultural heritage education inheritance mechanism from the overall education system needs to be further explored. In this regard, it is necessary to think about this issue. This paper explores the logical mechanism and innovative practice of the construction of intangible cultural heritage inheritance education system in colleges and universities, and provides some countermeasures and suggestions for the construction of the current intangible cultural heritage inheritance education system and practical innovation.

Key words: Universities, Intangible cultural heritage inheritance education system, Building, Logical motivation, Innovation

1. Introduction

Intangible cultural heritage is an important part of China's inheritance culture, with huge economic value, social value and cultural value, intangible cultural heritage is an important part of mass culture, can reflect the people's life tradition and cultural tradition. In fact, the content and forms of the intangible culture are diverse, which can promote the national main body culture to be more abundant. The construction of intangible cultural heritage inheritance education system in colleges and universities is the embodiment of the role of education position in cultural inheritance, and also the reform and innovation practice of education work in colleges and universities in the new era. To build such an education system, it is necessary to grasp the internal logical mechanism of the intangible cultural heritage inheritance education system, actively innovate and explore, and promote the in-depth and efficient implementation of practical work.

2. Logical mechanism of the inclusion of intangible cultural heritage in higher education system

In October 2002, the first seminar on intangible cultural heritage education and teaching was held in Beijing to discuss the integration of cultural heritage education into the teaching system of higher education and promote the realization of professional talent training goals. This is the first time that China has introduced its own ethnic and folk cultural resources into the higher education system since the founding of the People's Republic of China^[1].

In terms of the logical mechanism of the construction of intangible cultural heritage in the higher education system, first of all, the inheritance of intangible cultural heritage was initially realized through family education, and later social education with folk mentoring or cultural exchange as the core was developed, resulting in poor consciousness of inheritance, poor channels and serious disconnection of inheritance. Building an intangible cultural heritage education system in college education can promote the inheritance and innovative development of intangible cultural park heritage.

3. Innovative practice path for the construction of intangible cultural heritage inheritance education system in colleges and universities

University campus is an important place for non-genetic inheritance and protection, and the introduction of intangible cultural heritage into campus can realize the upgrading by means of strength, which is conducive to building an effective academic environment and atmosphere for promoting the entry of intangible cultural heritage into university disciplines, accelerating the effective

communication and interaction between the non-governmental school and the academic school, and promoting the organic integration of theory and practice, modernity and tradition [2]. In the process of building a high-level education system in colleges and universities, cultural factors are also important aspects, and regional inheritance of intangible cultural heritage is the sacred mission of colleges and universities in personnel training. China has a vast territory, and the intangible cultural heritage resources are diverse and extremely rich. These intangible cultural elements are important contents and components of the teaching of relevant majors in colleges and universities. Colleges and universities are important places for regional cultural education and non-genetic inheritance. Colleges and universities need to play a positive role in cultural inheritance and promotion and dissemination, and let students know about intangible cultural heritage through multiple channels. It can introduce regional intangible cultural heritage, intangible cultural heritage and inheritors into the campus, build regional college students' feelings and identification with their hometown, make intangible cultural heritage exert a subtle influence among students, take root in the hearts of college students, and constantly enhance students' sense of identity and pride in national culture .

Colleges and universities not only train craftsmen, but also train highly skilled intangible cultural heritage talents who can skillfully use science and technology to promote the development of intangible cultural heritage. To promote the construction of the “intangible cultural heritage inheritance base” of the college, make it become a window for the centralized display of excellent traditional culture, a base for intangible cultural heritage practice education, and a frontier for students' quality education, further strengthen the sense of responsibility and mission of teachers and students in the protection and inheritance of intangible cultural heritage, and enable students to further enhance their social service awareness and practical innovation ability in the activated textbooks. College students can also feel the vitality and vitality of inheriting and promoting the excellent traditional Chinese culture in the intangible cultural performances such as tea art, boxing, acrobatics and dancing .

4.Establishing positive interaction with non-government intangible cultural heritage

Intangible cultural heritage originates from local traditional culture and is closely related to local customs and special groups. In order to effectively grasp the pulse of intangible cultural heritage, colleges and universities should establish a close connection with local culture to inherit intangible cultural heritage, strengthen the work of intangible cultural heritage on the basis of cultural depth cognition, and play a positive role in non-genetic inheritance and education. Colleges and universities can use their own projects and funds to carry out visits and investigations on the living environment of regional intangible cultural heritage, learn about non-genetic inheritors, cultural views, museums, etc., grasp the status of intangible cultural heritage through active investigations, and build a positive interactive relationship with non-governmental intangible cultural heritage in these investigations . On this basis, colleges and universities should actively build non-inherited education bases, such as constructing intangible cultural heritage societies such as farmer painting, paper cutting and embroidery, building functional and interactive intangible cultural heritage teaching platforms, practice platforms and work display platforms, inviting intangible cultural heritage representatives and inheritors to enter campus, and conducting intangible cultural heritage knowledge and skills training for teachers and students in colleges and universities. Provide opportunities for teachers and students to interact with non-genetic heirs face to face. Through observation and understanding of intangible cultural processes, students can appreciate the connotation and value of regional intangible cultural heritage. Through the publicity and design of relevant activities, students can also experience ingenuity, grasp the development and inheritance status of intangible cultural heritage, and constantly improve their own cultural literacy and innovation ability.

5.Strengthening the combination of intangible cultural heritage theory and practice education

In the new era, in order to build a complete intangible cultural heritage inheritance education system in colleges and universities, it is necessary to accelerate the promotion of intangible cultural heritage inheritance education, which requires the combination of theory and practice, so that young students should not only master the theoretical knowledge of intangible cultural heritage, but also get close to non-genetic inheritors and specific intangible cultural heritage projects. In the practice teaching of inheritance by non-inheritors, young students can experience the living characteristics and charm of intangible cultural heritage, and the traditional culture carried by intangible cultural heritage can be closely connected with modern education and modern life to be inherited and carried forward. Therefore, colleges and universities can set up a series of activities of “inheriting intangible cultural heritage and connecting with modern times” in the education of intangible cultural heritage. Taking the non-legacy of paper-cutting as an example, teachers can explain the folk significance

and cultural charm of paper-cutting language such as patterns and patterns of traditional paper-cutting art in teaching China, and introduce the life experiences of some famous paper-cutting artists, so that students can understand the source and development status of paper-cutting art, and understand the value of this art and the life attitude implied in it .

In this regard, colleges and universities should attach importance to the work of intangible cultural heritage into the campus, accelerate the construction of intangible cultural inheritance education system, set up folk art inheritance studios, regularly hold a series of intangible cultural heritage into the campus activities, and actively cooperate with regional intangible cultural protection centers to jointly conduct special research. This is conducive to promoting the extensive and profound intangible cultural heritage culture to further enter the campus and get closer to teachers and students, allowing more students to understand the intangible cultural heritage knowledge, carrying forward the excellent traditional Chinese culture, fully demonstrating the teaching reform results of teachers and students in colleges and universities, and helping to improve students' cultural literacy, enhance cultural confidence and practical innovation ability.

6.Conclusion

The modern educational value and economic value of intangible cultural heritage are immeasurable. In the process of promoting advanced socialist culture in China, we should also remember to inherit and develop excellent traditional culture. China has a large number of intangible cultural resources, which are the precious wealth of the nation. Promote the effective penetration of intangible cultural heritage in teaching work, realize the systematic and standardized development of intangible cultural heritage education, and effectively improve the comprehensive quality of students while realizing the inheritance and innovation of intangible cultural heritage.

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