

The path of inheriting intangible cultural heritage in higher vocational special education colleges

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Abstract: In order to effectively improve the quality and effect of talent training in higher vocational colleges and promote the orderly development of various aspects of education in higher vocational colleges, it is necessary to strengthen the application of intangible cultural elements in it, so that students in higher vocational colleges can effectively inherit and carry forward intangible cultural heritage. In order to guide students to form a strong cultural identity, improve cultural cohesion, but also help to cultivate students' cultural self-confidence, and effectively achieve the goal of improving the quality of talent training in higher vocational special education colleges. Therefore, this paper analyzes the significance of integrating intangible cultural heritage into the inheritance of higher vocational special education colleges and the promoting role of intangible cultural heritage in the talent training of higher vocational special education colleges, and puts forward the inheritance path of intangible cultural heritage in higher vocational special education colleges for mutual discussion and communication.

Key words: intangible cultural heritage; Higher vocational education; Special education colleges; Inheritance path

Inheriting and carrying forward intangible cultural heritage is of vital significance in China's great cause of socialism with Chinese characteristics in the new era. It also helps to improve the development level of social and cultural undertakings, and helps the general public enhance their self-confidence in national culture. This also fully reveals the key role of the inheritance of intangible cultural heritage, and effectively carrying forward and inheriting intangible cultural heritage will help to tell Chinese stories and spread the voice of China. Special education colleges are the key link for people with disabilities to learn and inherit intangible cultural heritage. Integrating intangible cultural heritage into the teaching of special education colleges will help special education talents to have a deep understanding of intangible cultural heritage, so as to better inherit and carry forward China's intangible cultural heritage. Therefore, in the stage of promoting the education of higher vocational special education colleges, it is necessary to actively integrate the intangible cultural heritage into it, and gradually improve the model of higher vocational education and improve the quality and level of higher vocational education with the carrier of non-heritage, so as to achieve the effect of promoting the inheritance of intangible cultural heritage.

1. The significance of intangible cultural heritage into the inheritance of higher vocational special education colleges

Intangible cultural heritage is an important cultural form that has been passed down from generation to generation by the people of all ethnic groups. It contains the unique cultural forms of each region, which can highlight the cultural cognition and aesthetic quality of the people in the region. Intangible cultural heritage has experienced the precipitation of history and the polishing of time. Even under the current modernization background, intangible cultural heritage is still shining and dazzling, becoming the crystallization of human civilization and precious wealth. Rich and brilliant intangible cultural heritage also highlights the civilization and brilliance of human history. Vocational school education is an important component of socialist education system in China. Through vocational school education, it can provide applied and practical talents for the development and construction of various social fields, so as to satisfy the talents needed for the development of socialist construction with Chinese characteristics in the new era. In order to further promote the innovation and reform of vocational college education and improve the quality of vocational college education, it is necessary to integrate non-cultural heritage into higher vocational special education colleges. This form can effectively promote the integration between non-cultural heritage and our national education system, and run through national education all the time. On this basis, it can help improve the training of talents in higher vocational special education colleges. The intangible cultural heritage can be widely inherited and disseminated within the scope of students in higher vocational colleges, improve the level of education in higher vocational colleges, and provide a steady stream of high-quality talents for the development and construction of society.

2. The role of intangible cultural heritage in promoting talent training in higher vocational special education colleges

The integration of intangible cultural heritage into special vocational education colleges is an innovative measure, which can promote the orderly progress of various aspects of education in higher vocational colleges, and gradually build a unique high-quality education model, so that students in higher vocational colleges can have access to more abundant curriculum content. In addition, through the study and understanding of intangible cultural heritage, students can experience the social heritage inherited from ancient China, feel the sediment of history and culture and the essence of Chinese national culture, and on this basis, enhance the national cultural self-confidence of students in higher vocational colleges, so as to achieve the effect of improving the quality of talent training in higher vocational colleges. At the same time, the inheritance and promotion of intangible cultural heritage in higher vocational special education colleges can also help to strengthen the national identity of students in higher vocational colleges, improve the cultural cohesion of students, so that they can fully participate in the development of the construction of socialism with Chinese characteristics in the new era of China, and improve the quality and level

of talent training in higher vocational colleges. In China's intangible cultural heritage, contains the Chinese nation's humanistic concept, philosophy of life and value pursuit, etc. The development of these connotations will also help to promote the formation of a strong sense of national identity among students in higher vocational colleges, which is also a special bond that transcends social changes and maintains emotional integration. Fully protecting and making good use of China's intangible cultural heritage can better inherit the national spirit, and let the students of higher vocational colleges more actively participate in the social production practice under the infection and influence of the national spirit, and contribute a force for the construction of socialism with Chinese characteristics in the new era, and help China realize the great rejuvenation of the Chinese nation.

3. The path of inheriting intangible cultural heritage in higher vocational special education colleges

The integration of intangible cultural heritage in higher vocational special education colleges should fully consider the characteristics of students and adopt corresponding educational guidance methods according to their specific conditions, on this basis can promote the extensive inheritance of intangible cultural heritage. For example, some students in special education colleges have difficulties in listening, but these students will work harder and study more seriously. Therefore, the characteristics of students should be fully considered in integrating intangible cultural heritage into higher vocational special education colleges, on this basis, the integration of intangible cultural heritage should be better promoted, and the intangible cultural heritage should be inherited and promoted in higher vocational special education colleges.

1. Strengthen ideological guidance and build a curriculum ideological and political education system

Intangible cultural heritage is born out of the fine traditional culture of the Chinese nation, which is the essence of the fine cultural thoughts of the Chinese nation over the past 5,000 years. On the vast territory of China, intangible cultural heritage flowers are blooming everywhere with the unique charm of Chinese culture. These intangible cultural heritage are not only rich in connotation, but also contain rich spiritual values. The integration of intangible cultural heritage into higher vocational special education colleges is an innovative measure, which is helpful to promote the improvement of the education level of higher vocational special education colleges, and promote the inheritance and promotion of intangible cultural heritage. In practice, in order to give full play to the role and value of intangible cultural heritage and promote the reform and innovation of the education model of higher vocational special education colleges, it is necessary to strengthen ideological guidance and build a curriculum ideological and political education model in higher vocational special education colleges, so as to combine ideological and political courses with professional curriculum education in higher vocational special education colleges. Effectively play the synergistic role of curriculum ideological and political education, and improve the effect of curriculum ideological and political education. For example: In the education of higher vocational special education colleges, it is necessary to fully combine regional characteristics to explore the value of intangible cultural heritage, and integrate the intangible cultural heritage with curriculum ideology and politics, on this basis to explore the cultural inheritance, craftsman spirit and professional quality contained in it. In the course of continuous learning and understanding, students can more deeply experience the excellent traditional culture of the Chinese nation, fully inherit the intangible cultural handicraft, and help improve the national cultural confidence of the student group.

2. Set up intangible cultural heritage courses and create a distinctive curriculum system

In the education of vocational special education colleges, in order to effectively promote the extensive inheritance and dissemination of intangible cultural heritage, it is also necessary to build a special curriculum system around intangible cultural heritage, promote the reform and innovation of vocational special education colleges through the use of intangible cultural heritage in vocational special education colleges, and bring more quality learning experience to students with a special curriculum system. To enable students to fully inherit and carry forward the intangible cultural heritage, feel the national spirit, value and humanistic pursuit conveyed in it, so as to enable students to strengthen cultural cognition and cultural identity in the continuous acceptance of the intangible cultural heritage edification, and complete the talent training work of higher vocational special education colleges with better quality. For example: Higher vocational special education colleges can conduct a comprehensive review and summary of intangible cultural heritage within the region, and explore the way of integrating intangible cultural heritage into the construction of characteristic courses in higher vocational colleges. At this stage, it is especially necessary to promote the construction of characteristic course system by combining the personality characteristics, interests, hobbies and professional ability training needs of students. To form a higher vocational curriculum system with non-heritage as the core, promote the students of higher vocational colleges to learn and understand intangible cultural heritage more actively, help improve the talent training level of higher vocational special education colleges, and promote the extensive inheritance and dissemination of intangible cultural heritage.

3. Strengthen organizational planning and promote the integration of intangible cultural heritage into the whole process of education

The inheritance of intangible cultural heritage in higher vocational special education colleges should also pay attention to improving the organizational planning, and strive to ensure the orderly progress of various educational links. At the same time, it should pay attention to integrating intangible cultural heritage into the whole process of talent training in higher vocational special education colleges. Only on this basis can good educational results be achieved and the inheritance effect of intangible cultural heritage be enhanced. In practice, higher vocational colleges must train students from enrollment to employment in the whole process, commit to give full play to the role of intangible cultural heritage, and organize to carry out diversified forms of non-genetic inheritance and learning. For example, in higher vocational colleges, intangible cultural heritage inheritance studios can be established, and non-genetic inheritance can be strengthened through school-enterprise cooperation. Students can be guided to contact and understand intangible cultural heritage while learning

professional knowledge, and learn the value connotation and national spirit conveyed by intangible cultural heritage. In addition, higher vocational special education colleges should pay attention to organizing and carrying out diversified non-genetic inheritance activities, such as leading students to visit cultural heritage inheritors, while appropriately inviting intangible cultural heritage masters to participate in teaching on campus, gradually establishing non-genetic inheritance studios, and on this basis, promoting the model construction of production-education integration and work-study integration in vocational education colleges. So as to gradually promote the deep integration of intangible cultural heritage and education work in vocational special education colleges, to achieve the effect of promoting the inheritance of intangible cultural heritage, and to help improve the quality of talent training in vocational special education colleges.

4. Carry out various activities to promote the integration of intangible cultural heritage into student associations

The inheritance and promotion of intangible cultural heritage in higher vocational special education colleges should also carry out diversified activities, and strive to promote the deep integration of intangible cultural heritage and students' learning and education process, so as to further explore the value connotation of intangible cultural heritage. In practice, intangible cultural heritage can be integrated into the construction of student associations, and student associations can be used as the carrier to promote the dissemination of intangible cultural heritage, arouse students' attention to intangible cultural heritage, enable students to deeply understand and feel the charm and profound connotation of intangible cultural heritage, and promote the inheritance of intangible cultural heritage in student groups on this basis. For example: Vocational special education colleges can set up intangible cultural heritage communities and organize various intangible cultural heritage activities through student communities. For example, students can be organized to carry out paper-cutting, batik and dress heritage. These three traditional crafts are not only one of China's important intangible cultural heritages, but also excellent traditional Chinese folk culture. They have extensive historical inheritance and mass foundation among the Chinese people. In the stage of organizing and carrying out paper-cut, batik and ethnic costume inheritance association activities, teachers can also participate in the association activities, so as to cultivate the spirit of loving batik and ethnic costume culture, and guide students to be willing to inherit and carry forward the culture of paper-cut, batik and ethnic costume, and promote the extensive inheritance of intangible cultural heritage in higher vocational special education colleges.

Closing Remarks:

To sum up, the inheritance and promotion of intangible cultural heritage is of vital significance in the social and cultural development of China. Through the inheritance and promotion of intangible cultural heritage, the connotation and value of intangible cultural heritage can be deeply explored, the national spirit can be passed on, and the cultural cohesion and self-confidence of the general public can be enhanced. Therefore, it is necessary to promote the integration of intangible cultural heritage into higher vocational education, fully integrate the education of higher vocational special education colleges with non-genetic inheritance, help to improve the education level of higher vocational special education colleges, but also help to improve the quality of non-genetic inheritance, and provide a steady stream of high-quality talents for the construction of socialism with Chinese characteristics in the new era of China.

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