

Study on the mode of inheriting traditional skills in higher vocational colleges -- taking fan making skills in Suzhou as an example

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Abstract: The excellent traditional culture of China is the soul of our nation, which is the solid foundation for strengthening cultural self-confidence and realizing national rejuvenation. With the development of social science and technology, some valuable traditional skills are facing the dilemma of loss. Higher vocational colleges shoulder the historical mission of inheriting excellent traditional Chinese culture. How to integrate traditional skills into professional teaching of higher vocational colleges and train prospective inheritors and young craftsmen from students is the hot spot of current higher vocational colleges.

Key words: Traditional skills; Higher vocational education; Inheritance; Intangible cultural heritage

With elegant objects and gentle breeze, Su fan is a beautiful business card of Jiangnan culture. After thousands of years of development, the fan from the initial cool supply of daily necessities, has developed into literati elegant objects, now talking about Su style life, there must be a literati fan.

In 2006, Suzhou fan making technique was included in the first batch of national intangible heritage list. The current core fan making technique is mainly traditional master-apprentice style and family style inheritance, which is facing the dilemma of high age of inheritors, loss of practitioners, discontinuity of inheritors, and single or lost core technique. It is our mission and responsibility to inherit the excellent traditional Chinese culture." At present, it is a very common practice for intangible cultural heritage to enter the campus and the classroom. All schools and laws are actively promoting the traditional excellent culture to take root and sprout in the school, and contribute to the inheritance of skills.

I. Exploration, practice and problems encountered in higher vocational colleges

1. The curriculum positioning is only popular interest courses, and no professional curriculum system has been formed

At present, domestic higher vocational colleges are actively exploring how to inherit the teaching of traditional skills and carry it out in schools. The practice of most colleges is to set up these courses appreciation course, experience course, association course and so on. The advantage of this move is that it is highly popular and can cover all kinds of majors, especially comprehensive colleges and universities, which have many professional categories. Such courses can provide strong support for the whole school's aesthetic education and the dissemination of excellent traditional Chinese culture.

However, the disadvantages of this kind of practice are also synchronized, mainly such courses are often used as electives and examination courses, the number of hours is small, the lack of continuity, the teaching effect is easy to slip, can not be equal to the professional basic courses, professional core courses of the course status. Traditional skill teaching needs more class hours and continuity of teaching content, which is precisely the feature that appreciation and experience courses cannot guarantee. Moreover, it is impossible to construct a systematic curriculum system of traditional skills. Under such a curriculum setting, it is difficult to teach students traditional skills systematically and truly achieve the purpose of cultivating inheritors.

2. The construction of the teaching team only employs external masters, and does not train the teachers of our school

Many colleges and universities strive to hire non-genetic inheritors and masters of traditional skills as visiting professors to give lectures on campus, or to directly participate in teaching while masters give lectures. However, with the development of teaching, many problems also arise. For example, apart from giving lectures, masters are also busy with the relevant work of their units. Some famous and qualified masters also have to face a lot of social activities. They often adjust their classes and so on. There are also some masters, hands-on production ability is very good, but the lack of classroom teaching ability, can only do not lecture, teaching ability is weak and so on.

These accompanying problems often bring a lot of chronic troubles to school teaching. Academic departments struggle to coordinate the timing of master classes and other courses; To deal with the problems caused by the weak teaching ability of some masters, for example, some schools adopt the "dual teacher and dual belt" method, in which masters teach skills, and teachers in the school are responsible for theoretical teaching and division of teaching, which alleviates such problems to a certain extent. However, in order to completely solve such problems, we must start from the root, that is, train our teachers, let our teachers master traditional skills and participate in classroom teaching. This can effectively teach the problems encountered by the management department.

3. Lack of systematic and long-term mechanism guarantee for the cultivation of inheritors

The above practices of some colleges and universities can produce certain teaching effects and effects in the short term. However, to insist on long-term, it is worth the deep practice and exploration of all colleges and universities. The formation of an effective inheritance training mechanism involves many aspects such as teaching management system, teacher team construction, talent training program development, curriculum system construction, fund guarantee, training equipment investment and management, teaching resource platform development and so on.

At present, there are few achievements in the research of long-term guarantee mechanism in this field. For example, there are only 11 papers in the simultaneous search of key words: traditional skills, higher vocational education, and mechanism through Knownet. It can be

seen that if there is a long-term mechanism, it will be a strong guarantee for the teaching and education of traditional skills. The construction of this mechanism requires colleges and universities to explore through practice, exchange and learn from each other, and sum up the model suitable for different colleges and universities.

II. The exploration of Suzhou fan making skill inheritance mode of Suzhou Tourism and Finance Higher Vocational and Technical School

Suzhou Higher Vocational Technical School of Tourism and Finance fully relies on the advantages of Suzhou as the “World handicraft and Folk art capital”, and set up the national intangible cultural heritage course “Suzhou Fan Making Skills” in the art design major in 2009 to explore the new mode of non-genetic inheritors, as follows:

1. Carefully select the major and embed it in the course of Su Fan

In 2009, the school tried to embed intangible cultural heritage technology into professional teaching, and carried out several rounds of industry research and expert demonstration before choosing Su fan technology. Finally, we carefully chose to embed this skill in the course of art design. Art modeling and graphic design courses of art design major can be effectively combined with Su fan fan design and modeling design, and the matching degree is high, which is conducive to the coordinated development of this skill and the major.

2. Hire master and cultivate teacher team

Suzhou Arts and Crafts Association, the cooperative unit of the school, is a leading unit in the industry, which can actively play the role of social organizations, integrate the resources of high-quality enterprises in the industry, and select highly experienced intangible cultural heritage masters for the school. Through the society platform, the school has hired Mr. Xing Weizhong, a master of Chinese arts and crafts and a state-level non-genetic inheritor of fan making skills, as a visiting professor to lead the establishment of a teaching team and lead the course construction of Su fan. The school also hired Su fan industry expert Sun Yaowen, non-genetic inheritor Sheng Chun and other masters to enrich the composition of the master team. At present, a double tutor teaching team consisting of “intangible cultural heritage masters + school teachers” has been formed. The backbone teachers of the school pair up with the masters to learn the skills of Su fan making. The school has issued incentive policies to encourage teachers to actively learn the art. Now, the teachers of our school have been able to take over the teaching baton and independently undertake Su fan teaching.

3. Revise the curriculum standard and improve the curriculum system

The school invited masters of fan making intangible cultural heritage, industry experts and experts from colleges and universities to set up a professional steering committee for the direction of art design and crafts (intangible cultural heritage skills). Every year, the talent training program is revised, and a series of courses including Gongbi painting, pattern, basic course of Su fan, sandalwood fan making, palace fan making and bamboo folding fan making are embedded. According to the series courses of Su fan, the curriculum standards are developed, and then a complete course system of Su fan is formed. While promoting the construction of the curriculum system, the teaching team synchronously developed the series of school-based teaching materials, network excellent course resources and so on.

4. Attach importance to practical training and build master workshops

The school specializes in the construction of non-genetic inheritance center, the construction of master studio for Master Su Fan, while supporting the construction of master Su Fan training workshop, forming a “one room and one workshop” training layout. To ensure that students can complete sandalwood fan, silk palace fan and other kinds of fan production under the real working environment. At the same time, the center also supports the construction of art design exhibition hall, intangible cultural heritage digital recording and broadcasting classroom, computer room, municipal famous teacher studio and other training rooms, laying a good environment for the practical training of Su fan.

5. Connecting industries and carrying out apprenticeship teaching

The school has closely cooperated with many enterprises such as Suzhou Ruyi Sandalwood Fan Factory, Suzhou Sheng Fan Factory and Suzhou Pinmu Crafts Co., LTD., inviting experts from fan factories to the school to guide teaching, and integrating enterprise projects into teaching. The school undertakes Suzhou Vocational School art design professional modern apprenticeship seminar activities, professional peers exchange with each other, and promote the inheritance of Su fan. Su fan courses cover the teaching of art design students. Students actively participate in the design and production of Su fan. Su Fan graduates have won the Star Award of Creation Wing of Soong Ching Ling Foundation of the Ministry of Human Resources and Social Security and the Outstanding Entrepreneurship Project of Provincial college students.

6. Research and development of fine products and participate in industry exhibitions

Under the leadership of masters, teachers and students have actively developed works to participate in various industry exhibitions and competitions at all levels, and have achieved good results in recent years. The teachers and students have won gold and silver MEDALS in the national arts and crafts industry exhibitions for many times. Through the exhibition, the vision of the teachers and students has been expanded, the enthusiasm of the teachers and students to inherit the Su fan has been stimulated, and the personal skills of the teachers have been improved. The works created by the teachers in the team won one gold and silver award in each of the National Arts and Crafts Fair, which proves that the teachers in our school can take over the baton of teaching by external masters, and also free up the time of external masters, who can spare their time and energy to strive for more industry resources for the school. Cooperate with the school teachers to promote the research of Su Fan’s fine research and development, project research and other teaching surrounding fields.

7. Promote intangible cultural heritage and improve its social impact

At present, the teaching team of Su Fan actively undertakes the task of promoting intangible cultural heritage, and teachers and students

go out of the campus to radiate and drive the city's primary and secondary schools to open Su fan community interest courses, such as Suzhou Middle School, Dulwich International School, Miudu Middle School, Tianjiabing Middle School, Jinchang Experimental Primary School, Canglang Primary School, etc. Su Fan experience activities are carried out jointly with many communities such as Huangqiao Community, Shihui Community, Cailian community and so on. In 2020, the school was rated as the non-body Examination Center of primary and secondary schools in Jiangsu Province. At present, the school has a total of 600 students and 300 international students. In recent years, Sichuan Tourism School, Hainan Tourism School, Guangdong Culture and Art Vocational College and other colleges and universities have come to our school for exchange, and won the recognition of sister colleges. 2017 China Tourism Vocational Education Forum, participating experts visited the school's non-genetic heritage center, gave a high evaluation.

8. Effectiveness and innovation

(1) The achievements achieved by the teaching team mainly include: specialty with characteristics in Jiangsu Province, innovation platform for Vocational Education Arts and Crafts skills inheritance, non-body Inspection Center of primary and secondary schools in Jiangsu Province, Demonstration Base for inheriting and Educating excellent Chinese Traditional Culture in Jiangsu Province, the first batch of modern apprenticeship pilot projects in Suzhou City, intangible cultural Heritage Protection and Inheritance Base in Suzhou City, non-genetic inheritance Demonstration base in vocational colleges in Suzhou City, etc. The team has completed 1 national research project of arts and crafts, 2 provincial projects, 3 municipal projects, and published more than 30 papers related to Su fan. Awarded provincial and municipal secondary vocational courses ideological and political demonstration course, quality course. The works developed by teachers and students participated in the national arts and Crafts industry exhibition competition and won 5 gold, 5 silver and 6 bronze. The school's intangible cultural heritage teaching achievements won the second prize of National teaching achievements, and was successfully selected into the 2023 Quality Improvement action plan of the Ministry of Culture and Tourism.

(2) Innovation:

① Build a "double tutor" teaching team and innovate the path of integrating production, teaching and research

The school employs Su Fan non-inheritors and industry experts such as Xing Weizhong, Sun Yaowen, Sheng Chun and other masters to build a "double tutor" team of "intangible cultural heritage masters + school teachers" with the key teachers of the school. The non-genetic successors of Su fan not only participate in teaching, but also participate in the training of the school teachers and teach the school teachers the skills of fan making. The teachers of our school first learn from the master, and then take over the teaching baton, and truly realize the transition from master teaching to the implementation of teaching by our teachers.

The teachers of our school undertake regular classroom teaching, and the master is responsible for contacting industry resources and leading the teachers and students to invest in the research and development of Su fan. At the same time, the master and the teachers of the school jointly carried out the research on the topic related to Su fan, the compilation of textbooks and the construction of online course resources. Centering on the inheritance of Suzhou fan making skills, we can truly realize the integration of production, teaching and research to educate people, and form a virtuous circle of team members' complementary abilities and win-win cooperation.

② Develop digital teaching resources and innovate blended teaching methods

Traditional skills teaching can not be separated from the conventional classroom, and face-to-face teaching communication between teachers and students is a must. To this end, the school builds the Su fan master studio and the Su fan training workshop around the Su fan production skills, forming a "one room, one workshop" layout, to meet the needs of the Su fan offline practical training teaching and high-quality research and development.

The teaching team synchronously developed the online teaching resources of Su fan, built fine courses, compiled the textbooks of Su fan, gave full play to the advantages of distance education, and met the needs of online teaching. Students can view the theoretical knowledge and production process of Su fan through the network platform, break through the limitation of time and space in class, and improve the learning efficiency. At the same time, curriculum development is suitable for social experience, and Su fan experience courses are carried out for communities, primary and secondary schools.

(3) Epilogue:

After years of practice, Su fan has planted the seeds of inheritance in the hearts of each class of art design students. The transmission of Suzhou fan making technique in Suzhou Higher Vocational and Technical School of Tourism and Finance, from the introduction of the school, to the roots of the school, and then out of the school, has gradually stepped out of a characteristic model suitable for the professional development of the school. It is hoped that this model can provide reference for the peer colleges and universities, and help the excellent traditional Chinese culture to flourish.

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