

The practice of integrating intangible cultural heritage into art design major in Colleges and Universities

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Abstract: the Chinese nation has a long history, and many intangible cultural heritages have been born. These intangible cultural heritages have gone through the baptism of time and become more and more fresh, and still have strong educational and cultural values today. Teachers of art and design major in Colleges and universities should fully infiltrate intangible cultural heritage, actively develop general courses on intangible cultural heritage themes, and deepen students' understanding of intangible cultural heritage; Carefully select representative intangible cultural heritage patterns to inspire students' design inspiration; Invite intangible cultural heritage inheritors to the campus, let students learn the traditional production techniques of intangible cultural heritage, and improve their design ability; We should skillfully use intangible cultural heritage culture, carry out cultural and creative design teaching, and further promote the integration of intangible cultural heritage and art design teaching.

Key words: intangible cultural heritage; College art design major; Current teaching situation; Application strategy

Intangible cultural heritage is an important part of China's excellent traditional culture, which contains unique colors, patterns, patterns, and production techniques, providing rich materials for modern art and design. However, with the development of the times, many Intangible Cultural Heritage Inheritance faces great challenges, and some ancient handicrafts, paintings and music face the risk of loss. Teachers of art and design major in Colleges and universities should shoulder the responsibility of intangible cultural heritage protection and inheritance, integrate intangible cultural heritage into the teaching of professional courses, lead students to understand intangible cultural heritage such as auspicious cloud pattern, paper cutting, facial makeup, embroidery, woodcut, stimulate their love for intangible cultural heritage culture, enhance their cultural confidence, and let them shoulder the responsibility of protecting and inheriting intangible cultural heritage. At the same time, teachers should integrate intangible cultural heritage and modern art and design, guide students to integrate intangible cultural heritage such as embroidery, patterns, facial makeup and bamboo weaving into professional courses such as cultural and creative design and graphic design, and further improve their art and design ability.

1. The value of intangible cultural heritage in the teaching of art design major in Colleges and Universities

1. conducive to promoting the inheritance and development of traditional culture

Integrating intangible cultural heritage into the teaching of art and design in Colleges and universities can not only deepen students' understanding of intangible cultural heritage, let them understand the intangible cultural heritage culture of different regions and nationalities, stimulate their artistic inspiration, encourage them to inherit and carry forward intangible cultural heritage, and meet their pursuit and yearning for beauty. At the same time, intangible cultural heritage can also promote the integration of traditional culture and modern art and design, so that "after 00" college students can integrate intangible cultural heritage into art and design, so that more people can know and understand intangible cultural heritage, and do a good job in intangible cultural heritage protection and inheritance, so that intangible cultural heritage can be inherited from generation to generation.

2. help to enhance students' cultural confidence

Intangible cultural heritage is not only the witness of more than 5000 years of civilization of the Chinese nation, but also the witness of the historical development of a certain region, including precious folk culture and folk crafts. However, due to the changes of the times, many intangible cultural heritage arts are facing the risk of loss. Integrating intangible cultural heritage into the teaching of art and design in Colleges and universities is conducive to leading students to understand intangible cultural heritage such as patterns, totem, embroidery, Zhuang brocade, paper cutting, facial makeup and bamboo weaving, so that they can feel the long history of traditional culture, encourage them to integrate intangible cultural heritage elements into modern art and design, enhance their cultural confidence, and let them actively inherit and carry forward intangible cultural heritage art, Cultivate more young intangible cultural heritage inheritors for the country.

3. help to improve students' art design ability

Intangible cultural heritage is conducive to stimulating students' design inspiration, leading them to try the collision between traditional and modern design concepts, enabling them to promote the integration of intangible cultural heritage and modern art, further enrich the artistic connotation of students' works, and improve their artistic design ability. At the same time, intangible cultural heritage can provide new materials for students' cultural and creative design, graphic design and digital media design, let them use intangible cultural heritage elements to design unique cultural and creative products, show the artistic and humanistic qualities of college students in the new era, let them spread intangible cultural heritage through artistic creation, and let more people understand intangible cultural heritage through cultural and creative products.

2. Current situation of the integration of intangible cultural heritage and art design teaching in Colleges and Universities

1. the integration path is relatively simple

Although some art and design teachers in Colleges and universities integrate intangible cultural heritage into the teaching of color, graphic design and other professional courses, they mainly focus on appreciation and ignore the integration of intangible cultural heritage into cultural and creative design, project-based training and other teaching links, resulting in a relatively single infiltration path of intangible cultural heritage, affecting students' understanding of intangible cultural heritage. For example, many teachers only lead students to appreciate embroidery, auspicious cloud patterns, bamboo weaving and seal cutting works of art, neglecting to guide students to integrate these intangible cultural heritage into their own design, resulting in their inability to flexibly use intangible cultural heritage, affecting the integration of intangible cultural heritage and art courses.

2. there are few intangible cultural heritage theme creation activities

Many art and design teachers in Colleges and universities pay more attention to art skills, digital media production and graphic design teaching, taking modern art and design works as teaching cases, ignoring the integration of different styles of intangible cultural heritage works, and failing to guide students to deeply explore the connotation of intangible cultural heritage, which leads to their shallow understanding of intangible cultural heritage culture and unable to integrate it into art design. For example, teachers ignore the organization of intangible cultural heritage themed cultural and creative design activities, only allowing students to design personalized cultural and creative works, ignoring the organization of non heritage cultural and creative project teaching, resulting in the lack of innovation and cultural connotation of students' works, which is not conducive to the cultivation of their design ability.

3. the cooperation channel between the school and intangible cultural heritage inheritors is relatively single

Colleges and universities only regularly invite intangible cultural heritage inheritors to hold lectures, ignoring the opening of intangible cultural heritage second class and the employment of intangible cultural heritage inheritors as part-time teachers, which affects the deep integration of intangible cultural heritage and art design, and the quality of cooperative education between colleges and intangible cultural heritage inheritors. For example, colleges and universities lack a regular cooperation mechanism with intangible cultural heritage inheritors, and they do not invite intangible cultural heritage inheritors to develop general courses and explain intangible cultural heritage production processes, resulting in students' only superficial understanding of intangible cultural heritage, unable to integrate intangible cultural heritage into modern art design, and naturally unable to shoulder the responsibility of protecting and inheriting intangible cultural heritage.

3. Strategies of integrating intangible cultural heritage into the teaching of art design major in Colleges and Universities

1. develop intangible cultural heritage themed general courses and enrich the teaching content of professional courses

First, colleges and universities should organize teachers majoring in art and design to collect intangible cultural heritage materials, invite local intangible cultural heritage inheritors to jointly develop general courses, integrate regional intangible cultural heritage culture and folk art into general courses, lead students to understand intangible cultural heritage, stimulate their love for traditional culture and intangible cultural heritage, and guide them to integrate intangible cultural heritage into their own art design. For example, the school can cooperate with intangible cultural heritage inheritors to set up the course of intangible cultural heritage appreciation and art design, which is divided into seven modules: paper cutting, New Year pictures, clay sculpture, embroidery, seal cutting, bamboo weaving and tie dyeing, to introduce their history, artistic forms and integration with modern art and design, deepen students' understanding of intangible cultural heritage, and exercise their hands-on ability, design ability, aesthetic ability and innovation ability, so as to improve their artistic quality. Secondly, the school can develop digital textbooks and video textbooks on intangible cultural heritage themes, invite intangible cultural heritage inheritors to participate in the compilation of textbooks and video shooting, and further enrich the content of general courses. For example, the school can shoot the process of intangible cultural heritage inheritors' creation of embroidery, paper cutting, tie dyeing and clay sculpture works, add relevant text descriptions, display the application cases of intangible cultural heritage in cultural and creative product design and graphic design in digital textbooks, guide students to learn intangible cultural heritage from the four perspectives of "seeing", "listening", "appreciating" and "doing", and let them master the use of intangible cultural heritage to design cultural and creative products. The skills of print advertising further promote the integration of intangible cultural heritage and art design teaching.

2. select representative patterns of intangible cultural heritage to inspire students' design inspiration

Patterns, totems and other patterns are one of the most distinctive features of intangible cultural heritage, the crystallization of the wisdom of the working people, and an important symbol of national culture. These patterns provide a rich image material library for modern art and design. For example, teachers of art and Design Majors in Colleges and universities can use facial makeup patterns to carry out color teaching materials, lead students to understand facial makeup classification, patterns and characteristics of human expression, focus on the painting methods of students, Dan, Jing, Mo and ugly facial makeup, introduce the classification of facial makeup patterns to students, and explain the basic drawing methods of forehead, eyebrow, eye orbit, nasal fossa, mouth fork and mouth figure, And lead the students to create on the facial model, let them master the facial painting method, and stimulate their love for facial art. At the same time, teachers can encourage students to use Facebook patterns for creation, such as Facebook pattern fan, Facebook pattern bookmark, Facebook pattern T-shirt, etc., guide them to use traditional patterns for art design, let them feel the extensive use of intangible cultural heritage in life and art design, and stimulate their enthusiasm for learning and inheriting intangible cultural heritage. In addition, teachers can also explain the traditional auspicious cloud pattern, water ripple pattern and other patterns, and introduce the application of traditional patterns in the design of the Olympic torch, poster background design, traditional Chinese painting and other fields, so that they can understand the charm of traditional patterns. Students can use traditional patterns to design Chinese style posters, take auspicious cloud patterns as the background, create a

peaceful and calm atmosphere, and use water ripples to display the concept of all embracing and the unity of heaven and man, further enrich the connotation of poster design and improve their artistic design ability.

3. invite intangible cultural heritage inheritors to the campus to enhance students' cultural confidence

Colleges and universities should actively shoulder the responsibility of cultivating young intangible cultural heritage inheritors and promoting intangible cultural heritage, hire local intangible cultural heritage inheritors as part-time teachers of art and design major, regularly carry out intangible cultural heritage appreciation and creation teaching, let students follow the intangible cultural heritage inheritors to learn, let them master the unique creative techniques of intangible cultural heritage, and lay a good foundation for subsequent cultural and creative product design, print advertising design, etc. First, intangible cultural heritage inheritors can set up woodcut creation courses to lead students to carve, print in multiple layers, and color them layer by layer, master the unique patterns, patterns and color art of woodcut, and further improve students' color application ability. For example, the inheritors of intangible cultural heritage can lead students to make woodcut paintings such as "flowers bloom and prosper", "door god" and "magpie ascends plum", lead students to paint and carve on the stereotype, and explain the auspicious implication represented by traditional patterns, as well as the unique color matching of woodcut paintings. Woodcut paintings mostly use bright colors such as red, yellow and orange, with bright color matching. It implies people's yearning for a better life and further exercises students' practical ability and color application ability. Second, intangible cultural heritage inheritors can explain the lacquer making process, introduce the lacquer model making, coloring and other skills, and demonstrate the production process of lacquer crafts on site, guide students to apply the lacquer coloring technology to the design of cultural and creative products, such as making jewelry boxes, cosmetic mirrors and tissue boxes, and integrate intangible cultural heritage handicrafts with the design of cultural and creative products, Further stimulate students' design inspiration and improve the teaching quality of art design major.

4. carry out the teaching of the design of non legacy cultural and creative goods to improve students' innovation ability

Teachers of art and design major in Colleges and universities should carry out special teaching on the design of non heritage cultural and creative goods, introduce the development trends of related industries of the combination of intangible cultural heritage and cultural and creative goods to students, and introduce excellent products, so that students can realize the endless artistic vitality of intangible cultural heritage and its broad application prospects, and guide them to use intangible cultural and creative goods, Cultivate college students' good sense of cultural inheritance and innovation. First of all, teachers can introduce the totems, patterns, carving and tie dyeing processes of ethnic minorities, such as displaying Zhuang brocade, Miao embroidery, Li printing and dyeing and Mongolian totems, so as to lead students to understand the colorful intangible cultural heritage of ethnic minorities and enhance their cultural confidence. Teachers can lead students to make scarves, fans and other items by using ethnic totems and tie dyeing, so as to skillfully integrate intangible cultural heritage and daily necessities, and design cultural and creative products with unique intangible cultural heritage characteristics. Secondly, teachers can organize a class design competition for non heritage cultural and creative products to encourage students to choose their own materials and design non heritage cultural and creative products. For example, some students use minority totems to design pen holders and bookmarks to highlight the characteristics of intangible cultural heritage and show their profound cultural heritage; Some students designed table cloths with tie dye to create cultural and creative articles with national style. The design of non heritage creative goods can expand the teaching content of art design major in Colleges and universities, stimulate students' design inspiration, infiltrate traditional culture education, and enhance their cultural confidence.

4. Conclusion

Teachers of art and design major in Colleges and universities should actively collect and integrate intangible cultural heritage, excavate intangible cultural heritage, develop general courses on intangible cultural heritage topics, lead students to systematically understand intangible cultural heritage, stimulate their love for intangible cultural heritage, and actively set up special teaching on representative patterns of intangible cultural heritage, guide students to understand totems, patterns and other patterns, and inspire students' design inspiration. At the same time, teachers should also cooperate with intangible cultural heritage inheritors to carry out teaching, explain intangible cultural heritage creation skills for students, exercise their hands-on ability and design ability, encourage them to use intangible cultural heritage to create articles, and comprehensively improve the teaching quality of art and design major.

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