

The Inheritance and Innovation of Intangible Cultural Heritage in Higher Education Teaching Environments

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Abstract: In the teaching environment of higher education institutions, the inheritance and innovation of intangible cultural heritage are crucial. By constructing mechanisms for the inheritance and protection of intangible cultural heritage, universities provide students with platforms to learn and understand intangible cultural heritage, and promote the integration of intangible cultural heritage with modern education. This article delves into the construction of mechanisms for the inheritance and protection of intangible cultural heritage, the establishment of long-term mechanisms, and relevant policy suggestions, aiming to promote the deep inheritance and innovation of intangible cultural heritage in university teaching. Through the establishment of courses on intangible cultural heritage, the enhancement of teaching staff, the establishment of practical teaching platforms, and the improvement of innovative mechanisms, universities play an active role in the inheritance and innovation of intangible cultural heritage, injecting new momentum into the prosperity and development of intangible cultural heritage.

Keywords: higher education institutions; teaching environment; intangible cultural heritage; inheritance; innovation

1. Definition of Intangible Cultural Heritage

Non-material cultural heritage, abbreviated as “intangible heritage”, refers to various traditional cultural expressions that have been passed down through generations by different ethnic groups and are considered as part of their cultural heritage, as well as the tangible objects and places associated with these traditional cultural expressions. This concept not only encompasses traditional oral literature and the language that serves as its carrier, but also includes traditional fine arts, calligraphy, music, dance, drama, folk art, acrobatics, as well as traditional craftsmanship, medicine, and calendars. Additionally,

traditional customs, festivals, and other folk activities, as well as traditional sports and games, are also included. These intangible cultural heritages are the most dynamic and important part of cultural diversity, representing the crystallization of human civilization and the most precious common wealth, carrying the wisdom of humanity and the civilization and glory of human history. Intangible cultural heritage differs significantly from material cultural heritage. Material cultural heritage typically refers to physical objects with historical, artistic, and scientific value, such as buildings, sculptures, artworks, etc., which exist in tangible form. Intangible cultural heritage, on the other



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hand, is more reflected in people's ideas, behaviors, cultural identities, and other intangible forms, focusing on various ways of life and expressions created and inherited by people in specific cultural contexts. At a deeper level, intangible cultural heritage is a living cultural heritage that exists in people's life practices and is continued through oral transmission and teaching from one generation to another. This inheritance not only represents the traditional culture of a nation or region but also reflects the diversity and richness of human culture. In today's increasingly accelerated process of globalization, the protection and inheritance of intangible cultural heritage are particularly important as they contribute to maintaining cultural diversity and promoting mutual understanding and respect between different cultures.

2. The Association between Higher Education Teaching Environment and the Inheritance of Intangible Cultural Heritage

There exists a close and profound association between the higher education teaching environment and the inheritance of intangible cultural heritage. Higher education institutions, as crucial sites for education and cultural inheritance, bear the responsibility of nurturing the new generation of cultural inheritors and innovators. Intangible cultural heritage, as the treasure of national culture, holds significant importance for maintaining cultural diversity and promoting cultural innovation. The higher education teaching environment should serve as an important platform and base for the inheritance of intangible cultural heritage. Higher education institutions provide rich teaching resources and a strong faculty, offering robust support for the inheritance of intangible cultural heritage. Through the offering of relevant courses, hosting lectures, and seminars, universities can guide students to deeply understand the historical origins, cultural connotations, and value significance of intangible cultural heritage, fostering their cultural awareness and confidence. Universities can also invite inheritors of intangible cultural heritage, experts, and scholars to campus for face-to-face exchanges with students, imparting skills and experiences, allowing students to personally experience the charm of intangible cultural heritage. Moreover, the higher education teaching environment provides space and opportunities for innovation in the

inheritance of intangible cultural heritage. As hubs of knowledge and cultural innovation, universities possess a strong atmosphere of innovation and robust innovation capabilities. Through interdisciplinary research and collaboration, universities can integrate traditional culture with modern technology, exploring new models and approaches for the inheritance of intangible cultural heritage. The association between the higher education teaching environment and the inheritance of intangible cultural heritage is also reflected in social services. By participating in the protection, inheritance, and promotion of intangible cultural heritage, universities can provide society with abundant cultural resources and services. This not only enhances the sense of social responsibility and influence of universities but also promotes the development of local cultural industries and the prosperity of cultural tourism, facilitating the widespread dissemination and in-depth understanding of intangible cultural heritage in various sectors of society.

3. Practice of Inheriting Intangible Cultural Heritage in Higher Education Teaching Environment

3.1 Analysis of the Inheritance Situation of Traditional Artistic Intangible Cultural Heritage Projects

In the higher education teaching environment, the practical implementation of inheriting traditional artistic intangible cultural heritage projects is gradually gaining attention and making significant progress. These projects, such as paper cutting, embroidery, and clay sculpture, hold profound cultural roots and unique artistic value. Universities are actively engaging in the preservation of these traditional artistic projects by offering relevant courses and inviting inheritors of intangible cultural heritage to provide guidance to students on campus. In course design, universities emphasize the integration of theoretical knowledge with practical skills. In addition to introducing the historical origins and technical characteristics of traditional art, universities organize hands-on activities for students to delve deeply into the charm of traditional art through practical creation. Furthermore, universities are collaborating with local governments and intangible cultural heritage protection agencies to jointly carry out the inheritance and protection of these intangible cultural heritage projects. These

efforts not only enhance students' artistic literacy but also foster a stronger sense of identity and pride in traditional culture. However, the inheritance of traditional artistic intangible cultural heritage projects faces certain challenges. With the accelerated pace of modern life, the interest of young people in traditional art is gradually declining. The transmission of traditional artistic skills requires extensive practice and accumulation of experience, which poses a significant challenge for university students burdened with heavy academic workloads.

3.2 Integration Discussion of Intangible Cultural Heritage and Professional Teaching in Higher Education

The integration of intangible cultural heritage with professional teaching in the higher education teaching environment is a topic worthy of in-depth exploration. Such integration can facilitate interdisciplinary collaboration, as universities can incorporate elements of intangible cultural heritage into the curriculum of relevant disciplines. Through interdisciplinary teaching and research, students can develop comprehensive skills and innovation capabilities. The fusion of intangible cultural heritage with professional teaching also enhances students' practical abilities and sense of social responsibility. By engaging in the inheritance and protection of intangible cultural heritage projects, students gain a deeper understanding of the essence and value of traditional culture, thereby strengthening their sense of identity and pride in their ethnic culture. Moreover, students can apply their knowledge and skills to practical projects, contributing to the preservation and inheritance of intangible cultural heritage. To achieve effective integration of intangible cultural heritage with professional teaching, it is necessary to address certain issues and challenges. Universities need to increase investment and support for intangible cultural heritage education and inheritance work, while enhancing the educational competence and abilities of teachers in this field.

3.3 Case Analysis of Intangible Cultural Heritage Inheritance Experiences in Higher Education Teaching Environments

In the higher education teaching environment, there are numerous successful cases of intangible cultural heritage inheritance that are worth studying and

emulating. Take a certain university as an example. The university has established a class dedicated to intangible cultural heritage inheritance within its ethnic arts program, specifically focusing on teaching the inheritance of traditional music, dance, and drama, among other intangible heritage projects. The university invites multiple inheritors of intangible cultural heritage to serve as mentors, providing students with systematic skill instruction and theoretical guidance. The university also organizes a series of intangible cultural heritage exhibitions and performance events, providing students with opportunities to showcase their learning achievements and share the charm of intangible cultural heritage with society. Through this practice, the university not only cultivates batches of outstanding inheritors of intangible cultural heritage but also actively contributes to the inheritance and development of local intangible cultural heritage. The successful experience of this case indicates that universities have unique advantages and potential in intangible cultural heritage inheritance. As long as they fully leverage their teaching resources and innovative capabilities, they can make significant contributions to the inheritance and development of intangible cultural heritage. Additionally, some universities collaborate with enterprises to integrate elements of intangible cultural heritage into product design, achieving an organic combination of intangible cultural heritage and the creative industry. This collaborative model not only provides new avenues and platforms for the inheritance of intangible cultural heritage but also offers new perspectives and directions for the teaching and research work of universities.

4. Application of Innovation in Intangible Cultural Heritage in the Higher Education Teaching Environment

4.1 Exploration of Innovative Teaching Methods Based on Intangible Cultural Heritage

In the higher education teaching environment, intangible cultural heritage serves not only as the object of inheritance but also as an important resource for innovative teaching. One can draw inspiration from the oral transmission methods of intangible cultural heritage, combining traditional teaching methods with modern technological tools. For instance, interactive teaching materials for intangible heritage

projects can be created using multimedia technology, allowing students to delve into and experience intangible cultural skills through simulated operations, interactive questioning, and other forms while viewing audiovisual materials. Project-based learning methods can be introduced, allowing students to use intangible heritage projects as carriers for teamwork and practical exploration. By forming intangible heritage inheritance groups, students can autonomously design and implement inheritance and innovation plans for intangible heritage projects under the guidance of mentors, thus cultivating their innovative thinking and practical abilities. Additionally, integrating intangible cultural heritage into ideological and political education can be attempted. By exploring the moral education elements in intangible cultural heritage, students can be guided to establish correct cultural values. Through the storytelling of intangible heritage inheritors, students can experience the charm and value of traditional culture, thus stimulating their cultural awareness and confidence.

4.2 Interdisciplinary Teaching Research Based on Intangible Cultural Heritage

Intangible cultural heritage, as a treasure of human culture, embodies rich historical, artistic, and scientific value. In the higher education teaching environment, we can conduct interdisciplinary teaching research based on intangible cultural heritage to promote communication and integration between disciplines. We can deeply study intangible heritage projects from perspectives such as history and anthropology, uncovering their historical context and cultural connotations. Through interdisciplinary research with related disciplines such as history and culture, we can better understand the origin, development, and evolution of intangible cultural heritage, providing strong academic support for its inheritance. By integrating knowledge and skills from disciplines such as art design and craftsmanship, we can innovate and enhance intangible cultural skills. By introducing modern design concepts and technological methods, we can improve and upgrade intangible heritage products to better meet modern aesthetics and market demands. This interdisciplinary research and practice not only promote the inheritance and development of intangible cultural skills but also provide new momentum for the development of related industries. Furthermore, we can explore the intersection between intangible

cultural heritage and science and technology. This interdisciplinary research not only provides technical support for the protection of intangible cultural heritage but also promotes the development and innovation of related technological fields.

4.3 Using Innovative Thinking in Intangible Cultural Heritage to Drive Discipline Development

Intangible cultural heritage, as the crystallization of human wisdom, embodies rich innovative thinking and creativity. In the higher education teaching environment, we can fully utilize innovative thinking in intangible cultural heritage to drive the development and innovation of related disciplines. Inheritors of intangible cultural heritage often possess unique artistic perspectives and creative concepts, with their works and skills containing abundant innovative elements. By learning from and drawing on these innovative thoughts and practical experiences, new ideas and methods can be provided for the teaching and research of related disciplines. We can integrate the characteristics and advantages of intangible cultural heritage to carry out innovative teaching and research activities. For example, organizing intangible cultural heritage innovation design competitions and research and development projects encourages students and teachers to unleash their imagination and creativity. By combining intangible heritage elements with modern design concepts, they can create works and products with unique charm. Additionally, strengthening collaboration and exchange with intangible heritage protection agencies, cultural industries, and other related fields can jointly promote the application and development of innovative thinking in intangible cultural heritage. Through building cooperative platforms, sharing resources, and technology, deep integration between intangible cultural heritage and related disciplines can be facilitated, providing new impetus and opportunities for the development of related industries.

5. Promoting the Construction of a System for the Inheritance and Innovation of Intangible Cultural Heritage

5.1 Construction of Inheritance and Protection Mechanisms for Intangible Cultural Heritage in the Higher Education System

In the higher education system, constructing mechanisms for the inheritance and protection of

intangible cultural heritage is crucial. Universities should establish dedicated research institutions or centers for intangible cultural heritage, gathering experts and scholars in related fields to conduct in-depth research and protection work. These institutions can undertake research, compilation, documentation, and preservation of intangible heritage projects, providing solid academic support for their inheritance. The higher education system needs to improve the curriculum and teaching content for intangible heritage inheritance by offering relevant courses to guide students in understanding the history, skills, and value of intangible cultural heritage, cultivating their awareness and abilities in heritage protection. Universities can also invite intangible heritage inheritors to campus for face-to-face exchanges with students, imparting skills and experiences, thus promoting the inheritance and development of intangible cultural heritage on campus. Collaboration and communication with local governments, intangible heritage protection agencies, and various sectors of society should also be strengthened. Through cooperation, research, protection, and inheritance of intangible heritage projects can be jointly promoted, advancing the inheritance and innovation of intangible cultural heritage.

5.2 Construction of Long-term Mechanisms for the Inheritance and Innovation of Intangible Cultural Heritage in the Teaching Environment

In the teaching environment, constructing long-term mechanisms for the inheritance and innovation of intangible cultural heritage is essential for promoting its sustained development and innovation. It is necessary to establish a sound teaching staff for intangible heritage inheritance. Universities should actively recruit and train professionals in the field of intangible heritage inheritance, building a team of teachers with professional knowledge and practical experience. Encouraging teachers to participate in the research and protection of intangible heritage projects will enhance their level of intangible heritage education and abilities. Enhancing curriculum development and teaching reform, universities should design and develop targeted courses for intangible heritage based on its characteristics and needs, emphasizing the integration of theory and practice. Additionally,

diverse teaching methods and approaches, such as case studies, practical exercises, and interactive discussions, should be employed to stimulate students' interest and enthusiasm for learning. The construction of practical teaching platforms for intangible heritage inheritance and innovation is also crucial. Universities can collaborate with enterprises, intangible heritage protection agencies, etc., to establish practical bases or studios for intangible heritage, providing students with opportunities to participate in intangible heritage inheritance and innovation firsthand. Through practical operations and project practices, students can deepen their understanding of intangible skills and cultural connotations, as well as cultivate innovation spirit and practical abilities. Furthermore, the combination of intangible heritage inheritance and innovation should be emphasized. While inheriting traditional skills, students should be encouraged to innovate and develop based on intangible cultural heritage. By organizing innovation design competitions, entrepreneurial practices, etc., students' innovative potential can be stimulated, promoting the integration and development of intangible cultural heritage with modern society. Establishing an evaluation and feedback mechanism for intangible heritage inheritance and innovation is also indispensable. Universities should formulate scientific evaluation criteria and methods to assess and provide feedback on intangible heritage inheritance and innovation work. Through regular inspections and summaries, problems and deficiencies can be identified in a timely manner, and corresponding measures can be taken for improvement and perfection.

Conclusion

Universities serve as crucial hubs for both cultural heritage preservation and innovation, playing an indispensable role in the inheritance and innovation of intangible cultural heritage (ICH). Through the discussions in this paper, we have gained a clearer understanding of the importance and urgency of ICH inheritance and innovation in the university teaching environment. Looking ahead, we hope that universities will continue to deepen their research on ICH education, improve inheritance protection mechanisms, strengthen collaboration and communication with various sectors of society, and collectively promote the inheritance and innovation of ICH towards

broader horizons. At the same time, we also call for more talents dedicated to the cause of ICH to join the ranks of ICH education in universities, contributing wisdom and strength to the prosperous development of intangible cultural heritage.

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