

# Cultural Heritage Inheritance with Art Vocational Education Curriculum System

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**Abstract:** This article explores the importance of integrating the inheritance of intangible cultural heritage with the curriculum system of art vocational education and proposes strategies to promote their integration. By analyzing the current situation of intangible cultural heritage inheritance and the characteristics of art vocational education, the necessity of integration is elaborated. Subsequently, specific integration strategies are proposed from the aspects of curriculum design, teaching methods, and faculty training. Finally, the potential challenges and solutions in the process of integration development are emphasized. It is hoped that this article can provide some useful references for the development of intangible cultural heritage inheritance and art vocational education.

**Keywords:** Intangible Cultural Heritage Inheritance; Art Vocational Education; Curriculum System; Integration Development

## 1. Introduction

Intangible cultural heritage is the crystallization of human wisdom and an important part of national culture. However, in the rapid development of modern society, intangible cultural heritage faces the dilemma of inheritance. Art vocational education, as an important way to cultivate artistic talents, needs to be combined with intangible cultural heritage inheritance, which has become an urgent issue to be addressed. This article aims to explore strategies for the integration and development of intangible cultural heritage inheritance with the curriculum system of art vocational education,

in order to contribute to the inheritance and innovation of intangible cultural heritage.

## 2. The Necessity of Integrating Intangible Cultural Heritage Inheritance with Art Vocational Education Curriculum System

### 2.1 The Importance of Intangible Cultural Heritage Inheritance

Intangible cultural heritage is a brilliant treasure of national culture, containing rich historical, cultural, and artistic values. The inheritance of intangible cultural heritage can effectively protect and promote national culture, thereby strengthening national identity and



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cohesion. This not only concerns the continuation of a nation's cultural heritage but also the maintenance and promotion of human civilization's diversity. Inheriting intangible cultural heritage can solidify the spiritual core of a nation, allowing cultural traditions to stand firm in the tide of time, laying a solid foundation for the long-term development of the nation. Its significance is profound and far-reaching.

### **2.2 The Mission of Art Vocational Education**

Art vocational education bears a significant mission, aiming to cultivate artistic talents with professional skills and innovation capabilities. Integrating intangible cultural heritage into the curriculum system can greatly enrich the teaching content and effectively enhance students' artistic literacy and creativity. This is conducive for students to develop innovative thinking based on absorbing the essence of traditional art, injecting new vitality and vitality into the field of art. Art vocational education should fully recognize the importance of this mission, actively explore and practice, and make unremitting efforts to cultivate outstanding artistic talents and promote the development of the art industry.

### **2.3 The Significance of Integration**

The integration of intangible cultural heritage inheritance with the curriculum system of art vocational education is of profound significance. On the one hand, this integration can effectively assist in the protection and inheritance of intangible cultural heritage, enabling it to continue and develop in modern society. On the other hand, it can bring new vitality and opportunities to art vocational education, enriching educational connotations and expanding students' artistic horizons. Through the organic combination of the two, it is possible to cultivate artistic talents that truly meet the needs of society, enabling them to possess both the heritage of traditional art and innovative capabilities, thereby better showcasing themselves in the field of art, serving society, and contributing to the prosperity of cultural and artistic undertakings.

## **3. Problems in the Integration and Development of Intangible Cultural Heritage Inheritance with Art Vocational Education Curriculum System**

### **3.1 Insufficient Teaching Staff**

Currently, the issue of inadequate teaching staff is a

severe challenge facing the inheritance of intangible cultural heritage. The number of inheritors of intangible cultural heritage is limited, and most of them are older individuals who find it difficult to meet the increasing teaching demands due to limitations in energy and time. Moreover, the existing teaching staff often have limited understanding and mastery of intangible cultural heritage. Their professional competence and literacy in teaching intangible cultural heritage need to be further improved. This situation severely hampers the integration process of intangible cultural heritage inheritance with the art vocational education curriculum system. Therefore, strengthening the construction of teaching staff, enhancing teachers' literacy and teaching ability in intangible cultural heritage, is an urgent task that needs to be addressed.

### **3.2 Lack of Teaching Resources**

Another prominent problem currently faced is the scarcity of teaching resources for intangible cultural heritage. The shortage of teaching materials leads to a lack of systematic theoretical guidance in teaching, and the shortage of teaching aids makes it difficult for students to engage in practical operations. These limitations greatly restrict the effective implementation of teaching activities. Additionally, the construction and maintenance of practical training bases require substantial financial and resource investments, which are often insufficient. Without well-established practical training bases, students will have limited opportunities for practical training, making it difficult for them to apply intangible cultural heritage skills effectively. This undoubtedly poses a significant obstacle to the integration of intangible cultural heritage inheritance with art vocational education. To address this issue, it is essential to increase the development and investment in teaching resources for intangible cultural heritage, and to raise funds and resources through multiple channels to ensure the smooth progress of teaching and continuous advancement of intangible cultural heritage inheritance.

### **3.3 Lack of Student Interest**

Currently, there is a low level of awareness and interest among students regarding intangible cultural heritage. Some students perceive intangible cultural heritage as outdated and disconnected from modern society due

to a lack of in-depth understanding. This perception results in a lack of motivation and enthusiasm among students for learning about intangible cultural heritage. This presents a considerable challenge to the integration of intangible cultural heritage inheritance with art vocational education. If students' interest cannot be effectively stimulated and they fail to recognize the value and charm of intangible cultural heritage, the path of intangible cultural heritage inheritance will become increasingly difficult. Therefore, it is necessary to enhance students' understanding of intangible cultural heritage and cultivate their interest through various means, guiding them to develop a correct understanding of the relationship between intangible cultural heritage and modern society.

### **3.4 Contradiction Between Inheritance and Innovation**

The focus of intangible cultural heritage inheritance lies in the meticulous preservation of traditional skills, while art vocational education emphasizes the cultivation of innovative abilities. Therefore, how to achieve successful innovation while solidly carrying out inheritance work has become a key issue that urgently needs to be addressed. This requires us to find a balance between respecting tradition and fostering innovation. We must enable traditional skills to be preserved authentically while inspiring students' innovative thinking, allowing them to cultivate novel artistic creations in the traditional context. Deep contemplation and continuous practical exploration are required to address this challenge effectively.

## **4. Strategies for Integrating Intangible Cultural Heritage Inheritance with Art Vocational Education Curriculum System**

### **4.1 Establishing Intangible Cultural Heritage Characteristic Courses**

In the curriculum system of art vocational education, establishing characteristic courses of intangible cultural heritage is a key step in integrating intangible cultural heritage inheritance with art vocational education. Intangible cultural heritage, as unique cultural heritage, possesses profound historical and cultural heritage and unique artistic value. By setting up specialized courses on intangible cultural heritage skills such as paper cutting, embroidery, and wood carving, students can gain in-depth understanding and mastery

of these skills, effectively protecting and inheriting these precious cultural heritages. When constructing characteristic courses of intangible cultural heritage, attention should be paid to the systematic and practical nature of the course content, ensuring that students can comprehensively and deeply learn and master intangible cultural heritage skills. At the same time, the design of the curriculum should also incorporate local intangible cultural heritage resources, highlighting local characteristics, and providing students with a richer and more colorful learning experience.

### **4.2 Establishing a "Double Teacher" Team**

Firstly, it is essential to strengthen the construction of the teaching staff by selecting and training teachers with knowledge and practical experience in intangible cultural heritage. Schools can collaborate with intangible cultural heritage inheritors by inviting them to serve as guest professors or lecturers, injecting fresh blood of intangible cultural heritage skills into the teaching staff. Providing continuous learning and training opportunities for teachers, encouraging their participation in intangible cultural heritage-related seminars, workshops, and refresher courses to continuously update their knowledge and skills in intangible cultural heritage. Establishing a sound teacher incentive mechanism, encouraging teachers to actively participate in the teaching and research of intangible cultural heritage inheritance and art vocational education through rewards and research funding. Secondly, introducing teaching by intangible cultural heritage inheritors. Intangible cultural heritage inheritors are the direct holders and inheritors of intangible cultural heritage skills, and their experience and skills are precious assets of intangible cultural heritage inheritance. Introducing teaching by intangible cultural heritage inheritors in art vocational education is an effective way to integrate intangible cultural heritage inheritance with art vocational education. Teaching by intangible cultural heritage inheritors not only allows students to access authentic intangible cultural heritage skills but also enables them to understand the inheritance process and experience of the inheritors, thus gaining a deeper understanding of the connotation and value of intangible cultural heritage. Additionally, through interaction and communication with intangible cultural heritage inheritors, students can learn more

about intangible cultural heritage knowledge and cultural background, broaden their horizons, and expand their knowledge base. Therefore, schools should actively invite intangible cultural heritage inheritors to teach at schools or hold lectures to provide students with richer and more diverse learning resources.

### **4.3 Deepening the Construction of Teaching Resources**

The integration of intangible cultural heritage inheritance and art vocational education curriculum system cannot be achieved without sufficient teaching resources as support. Teaching resources are not only crucial factors in guaranteeing the quality of teaching but also important material foundations for promoting integrated development. Therefore, increasing investment in teaching resources is an indispensable part of the integration process of intangible cultural heritage inheritance and art vocational education. In order to ensure the smooth implementation of intangible cultural heritage characteristic courses and practical teaching, schools need to actively raise funds and increase investment in teaching resources through multiple channels. They can apply for government funding support for the construction of intangible cultural heritage characteristic courses and the updating of teaching facilities. As an important promoter and protector of intangible cultural heritage, the government has the responsibility and obligation to provide financial support for the integration of intangible cultural heritage inheritance and art vocational education. Schools can also establish cooperative relationships with enterprises, social organizations, etc., to seek sponsorship and donations, jointly supporting the development of intangible cultural heritage characteristic courses. After securing funding, schools need to establish a sound mechanism for the allocation and management of teaching resources. This includes overall planning for the development of teaching materials, procurement of teaching aids, and construction of practical training venues to ensure the rational allocation and effective utilization of resources. At the same time, it is necessary to strengthen the management and maintenance of teaching resources, establish a sound mechanism for resource updating, and ensure the timely updating and continuous use of resources. Additionally, emphasis should be placed

on resource sharing and integration, breaking down resource barriers between schools, and promoting the optimal allocation and efficient utilization of resources.

Firstly, it is imperative to improve practical teaching facilities. In the process of integrating intangible cultural heritage inheritance with art vocational education curriculum systems, practical teaching plays a crucial role. Practice is the sole criterion for testing truth, as well as the key to students learning and mastering intangible cultural heritage skills and combining theory with practice. Therefore, improving practical teaching facilities is of vital importance in promoting the integrated development of intangible cultural heritage inheritance and art vocational education. To meet the special needs of intangible cultural heritage skill practical teaching, specialized practical teaching venues should be carefully designed and constructed according to the characteristics of various skills. For example, specialized studios equipped with necessary workbenches, tools, and equipment can be built for handicraft-based intangible cultural heritage skills like paper cutting and embroidery. Similarly, training bases can be established for traditional crafts-based intangible cultural heritage skills like woodcarving and ceramics, providing a complete practical environment from raw materials to finished products. The construction of these practical teaching venues aims to create a real and practical learning atmosphere, allowing students to experience the charm and depth of intangible cultural heritage skills firsthand. In addition to hardware facilities, the improvement of practical teaching facilities also includes the provision of software resources. For example, establishing an intangible cultural heritage skills database to collect and organize information on various intangible cultural heritage skills' history, production processes, representative works, etc., for students to consult and learn during practice. Moreover, inviting intangible cultural heritage inheritors, industry experts, etc., as guest professors or practice mentors to regularly conduct special lectures and on-site guidance for students can help them better understand and master the essence of intangible cultural heritage skills. Over time, practical teaching facilities may encounter problems such as aging and damage, necessitating the establishment of a comprehensive maintenance and updating mechanism to ensure that these facilities are

always in good working condition. Additionally, with the continuous development and changes in intangible cultural heritage skills, it is necessary to timely adjust and optimize practical teaching facilities according to actual conditions to meet new teaching needs. Schools can also actively cooperate with intangible cultural heritage inheritors, enterprises, etc., to jointly establish practical teaching bases and studios. This cooperative model not only provides students with more diversified and practical opportunities but also strengthens the connection between schools and society, promoting the inheritance and development of intangible cultural heritage skills in modern society. Through close cooperation with intangible cultural heritage inheritors, students can experience the unique charm of traditional skills firsthand and learn valuable experiences and skills from them. Cooperation with enterprises can provide students with more vocational-oriented practical opportunities, helping them better understand industry demands and the job market.

Secondly, establishing intangible cultural heritage skills training bases and introducing intangible cultural heritage experts to establish such bases is a crucial measure for integrating intangible cultural heritage inheritance with art vocational education. These training bases can provide students with places and opportunities for practical operations, allowing them to deeply learn and master intangible cultural heritage skills through actual practice. Moreover, the training bases can serve as important platforms for cooperation between schools and intangible cultural heritage inheritors, enterprises, etc., promoting close contact and interaction between schools and society. When establishing intangible cultural heritage skills training bases, attention should be paid to the construction quality and efficiency of use, ensuring that students can fully utilize these resources for practical operations and learning. Additionally, schools can cooperate with enterprises to jointly carry out the research and promotion of intangible cultural heritage skills, promoting the integration and development of intangible cultural heritage with modern industries. This not only helps to protect and inherit intangible cultural heritage but also injects new vitality and momentum into art vocational education, cultivating more professionals with intangible cultural heritage literacy and artistic talents. Moreover, this integration

provides broader space and opportunities for the inheritance and development of intangible cultural heritage, revitalizing intangible cultural heritage in modern society.

#### **4.4 Diversify Teaching Methods**

Firstly, it's essential to diversify teaching methods and approaches to enhance students' interest and engagement in learning. Teachers can employ various teaching methods such as project-based learning, case studies, role-playing, etc., to encourage active participation in classroom discussions and practical activities. Additionally, modern information technology tools like multimedia teaching and online learning can be utilized to innovate teaching methods and make the integration of intangible cultural heritage inheritance and art vocational education more vivid, interesting, and attractive. Teachers can also design innovative and practical teaching projects and assignments based on the characteristics and requirements of intangible cultural heritage and skills to stimulate students' enthusiasm for learning and creativity.

Secondly, reforming practical teaching methods is crucial. Practical teaching is an integral part of art vocational education and an essential means of intangible cultural heritage inheritance. Organizing practical activities related to intangible cultural heritage skills, such as field trips and workshops, allows students to experience the charm of intangible cultural heritage firsthand and gain insights into the production processes and technical aspects of intangible cultural heritage skills. This type of practical teaching not only enhances students' practical skills but also deepens their understanding of intangible cultural heritage. Therefore, art vocational education should strengthen practical teaching components to provide students with more opportunities to engage with and practice intangible cultural heritage skills. Schools can collaborate with local intangible cultural heritage inheritors to offer practical courses or workshops, providing students with more authentic and vibrant practical learning experiences.

#### **Conclusion**

The integration and development of the inheritance of intangible cultural heritage (ICH) with the curriculum system of art vocational education is not only an important approach to protect and pass on

ICH but also a necessary requirement for cultivating high-quality artistic talents. Through reforms in curriculum design, teaching methods, and faculty training, the deep integration of ICH inheritance and art vocational education can be promoted. At the same time, addressing the problems encountered in this integration requires collective efforts from the government, educational institutions, and society to create a favorable environment for the development of ICH inheritance and art vocational education. It is hoped that this article can provide some inspiration and reference for research on ICH inheritance and art vocational education.

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