

Research on the Integration of Intangible Cultural Heritage into the Aesthetic Education Program of Higher Vocational Universities

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ABSTRACT

This study focuses on exploring how local intangible cultural heritage (ICH) can be effectively integrated into the higher vocational aesthetic education curriculum in the context of the integration of industry and education with a view to enhancing the comprehensive quality and vocational competence of the students, and it adopts a methodology that includes literature review, case study analysis, and teaching experiments in order to comprehensively examine the ways in which ICH culture can be integrated into education and its effects. The study found that the integration of intangible cultural heritage culture significantly enhanced students' sense of cultural identity and innovation ability, and the learning outcomes were reflected in the improvement of professional skills and aesthetic quality. The integration of intangible cultural heritage culture education is an important direction for the reform of higher vocational aesthetic education curriculum, and curriculum design, teacher training and practice platform construction should be strengthened in the future teaching practice in order to realize the comprehensive and lifelong development of education.

KEYWORDS

Intangible Cultural Heritage; Higher Vocational University; Integration; Aesthetic Education Curriculum.

1. INTRODUCTION

Industry-education integration is an important bridge between education and industry to cultivate talents with practical ability and innovative spirit. University-enterprise cooperation can enhance students' practical skills and employment competitiveness. Intangible cultural heritage cultural education not only enriches educational content, but also enhances students' aesthetic and cultural confidence, and promotes social harmony and cultural identity. In the context of industry-education integration, the empowering role of higher vocational aesthetic education should not be ignored, which can not only enrich educational content and enhance students' aesthetic and cultural self-confidence, but also promote the development of educational practice through educational innovation and theoretical research, and cultivate more talents with practical working ability and innovative spirit.

2. ANALYSIS OF THE EMPOWERMENT OF AESTHETIC EDUCATION IN COLLEGES AND UNIVERSITIES IN THE INTEGRATION OF INDUSTRY AND EDUCATION IN VOCATIONAL EDUCATION

With the evolution of the times, the role and status of aesthetic education have been evolving and upgrading in the education system. From the initial independent discipline, aesthetic education has

gradually integrated into various educational fields and become an indispensable part of modern education. In building an education system for the comprehensive development of morality, intelligence, physicality, aesthetics and labor, aesthetic education is not only an important way to cultivate students' aesthetic emotion and creativity, but also an important foundation for cultivating high-quality technical and skilled talents, skilled craftsmen, and great national craftsmen.

2.1. In the Field of Vocational Education, the Talent Cultivation Mode of Integration of Production and Education is Increasingly Emphasized

In the context of national vocational education of industry-education integration, the model of aesthetic education plays a unique enabling role. It not only helps to improve the professional knowledge and skills of vocational education students, but also promotes the development of students' vocational literacy and innovation ability at a deeper level. Through the cultivation of aesthetic education, students are able to pursue excellence in the learning and practice of professional skills and realize the transformation from “worker” to “craftsman”. The integration of aesthetic education enables vocational education students to cultivate the pursuit and appreciation of beauty while mastering professional skills. This ability to perceive and create beauty not only enhances their professional competitiveness, but also inspires their love and dedication to their profession. In the original career field, they can be more focused and devoted, constantly explore and innovate, and realize the refinement and improvement of their personal career.

2.2. Aesthetic Education of Intangible Cultural Heritage Empowers Education to Help Promote the Transformation, Upgrading and Innovative Development of Industry

The integration of intangible cultural heritage aesthetic education in vocational education also reflects the comprehensive and lifelong nature of vocational education. It not only focuses on students' learning and growth during school, but also on their lifelong development and professional growth. Through the cultivation of aesthetic education, students can continue to learn, grow and innovate in their career and realize the double enhancement of self-worth and social value. In addition, the empowering role of intangible cultural heritage aesthetic education in the integration of industry and education in vocational education also helps to promote the transformation, upgrading and innovative development of industries. In the current economic and social development, there is a growing demand for high-quality technical and skilled talents, and the integration of intangible cultural heritage aesthetic education can cultivate more talents with innovative spirit and practical ability for the industry, and promote the development of the industry to a higher level. It can not only improve students' professional ability and vocational quality, but also stimulate their innovative spirit and professional love, promote the comprehensive and lifelong development of vocational education, and provide strong talent support for the sustainable development of the economy and society.

3. ANALYSIS OF THE CURRENT SITUATION OF LOCAL “INTANGIBLE CULTURAL HERITAGE” CULTURE INTO THE TEACHING OF AESTHETIC EDUCATION IN COLLEGES AND UNIVERSITIES UNDER THE BACKGROUND OF INDUSTRY-TEACHING INTEGRATION

3.1. Failure to Fully Utilize the Cultural Resources of Local Intangible Cultural Heritage, and Weak Awareness of Inter-subjective Collaborative Education.

At present, there is a lack of a comprehensive and systematic planning framework for aesthetic education in colleges and universities, resulting in a lack of clear directions and goals for the integration and application of cultural resources of intangible cultural heritage. In addition, the

supporting management mechanism is not sound enough, and the lack of supportive policies and special funds further limit the in-depth implementation of intangible cultural heritage in the teaching of aesthetic education. The existence of these problems makes the role of college aesthetic education in leading the inheritance and innovation of intangible cultural heritage culture fail to give full play to, which in turn affects the in-depth integration of local intangible cultural heritage culture and college aesthetic education.

3.2. The Application Status Quo of Local Intangible Cultural Heritage Culture in the Teaching of Higher Vocational Aesthetic Education is Complicated and Diversified.

Although higher vocational colleges and universities have begun to try to integrate intangible cultural heritage culture into their curricula and teaching practices, on the whole, the educational value and potential of intangible cultural heritage culture have not yet been fully explored and utilized. The overview of the current situation shows that the application of intangible cultural heritage culture in the teaching of higher vocational aesthetic education mostly stays at the surface level, and the lack of in-depth and systematic teaching design leads to students' limited knowledge and understanding of intangible cultural heritage culture. The integration of intangible cultural heritage culture and professional courses is not close enough and lacks innovation and practicability, which makes the teaching of intangible cultural heritage culture often stays in theoretical explanations, and it is difficult to stimulate students' learning interest and participation. Secondly, the professional ability of the teaching staff is insufficient, and many teachers lack professional knowledge and practical experience related to intangible cultural heritage culture, which makes it difficult to effectively guide students.

In summary, although the application of local intangible cultural heritage culture in the teaching of higher vocational aesthetic education is of great educational significance, it still faces many challenges and deficiencies in actual operation, and it needs to be improved and strengthened in many aspects, such as curriculum, teacher training and practical resources. Through these measures, we can gradually build up a collaborative education mechanism with multi-party participation, resource sharing and complementary advantages, and create favorable conditions for the effective integration of local intangible cultural heritage culture in higher vocational aesthetic education.

4. LIVE INHERITANCE OF INTANGIBLE CULTURAL HERITAGE CULTURE, CULTURE CASTING SOUL TO CREATE AESTHETIC EDUCATION IN COLLEGES AND UNIVERSITIES “NEW CARRIER”.

4.1. In-depth Excavation of Intangible Cultural Heritage Cultural Connotation and Spiritual Essence, is an Important Way to Realize Cultural Inheritance and Innovation.

The excellent intangible cultural heritage culture with deep cultural heritage is integrated into the new era of university aesthetic education, which can not only make up for the lack of college students in the national culture, but also resonate with them emotionally, so as to enhance their national cultural self-confidence. By taking intangible cultural heritage culture as the “new carrier” of aesthetic education, college students can feel the charm and value of national culture in a vivid and intuitive way. This kind of integration not only enriches the connotation of aesthetic education, but also provides college students with a brand-new artistic aesthetic experience. In this process, college students are able to understand and know more deeply the history, tradition and wisdom of their own nation and local community, thus enhancing their sense of identity and pride in national culture. In addition, integrating intangible cultural heritage culture into aesthetic education can also stimulate college students' innovative thinking and practical ability. In the process of learning and experiencing the culture of intangible cultural heritage, college students can utilize their imagination and creativity

to make modern interpretation and innovative expression of traditional culture. This kind of innovation can not only inject new vitality into the inheritance and development of intangible cultural heritage culture, but also cultivate the innovative spirit and social responsibility of college students.

4.2. The Integration of Intangible Cultural Heritage Culture into Aesthetic Education Also Helps to Plant The Roots of Aesthetic Education in Colleges and Universities in the New Era.

In the context of globalization, cultural diversity and cultural exchanges are becoming increasingly important. Through learning and passing on intangible cultural heritage culture, college students are not only able to better understand and respect their own local culture, but also to be more open and tolerant to other cultures. This cultural inclusiveness and communication ability is of great significance to the cultivation of talents with international vision and cross-cultural communication ability. Incorporating intangible cultural heritage culture into aesthetic education is also a manifestation of equity in education. By providing equal opportunities for cultural education, so that all college students can have access to and learn about the excellent intangible cultural heritage culture, it not only promotes a balanced distribution of cultural resources, but also promotes social harmony and progress. Digging deep into the cultural connotation of intangible cultural heritage and integrating it into the aesthetic education of universities in the new era can not only make up for the lack of college students' national culture and enhance their cultural confidence, but also stimulate innovative thinking, cultivate international vision, and plant the foundation of aesthetic education, so as to contribute to the construction of a harmonious, tolerant, and innovative social and cultural environment.

5. BUILD THE “INTANGIBLE CULTURAL HERITAGE +” AESTHETIC EDUCATION EMPOWERMENT SYSTEM TO HELP THE HIGH-QUALITY DEVELOPMENT OF VOCATIONAL EDUCATION.

Building the “intangible cultural heritage +” aesthetic education empowerment system is an important strategy for promoting the high-quality development of vocational education. This system combines the rich resources and profound heritage of intangible cultural heritage with the practical teaching of vocational education to form a new type of education model. The development concept of vocational education has a natural fit with the traditional craftsmanship of intangible cultural heritage skills, and both emphasize the inheritance and cultivation of the “craftsmanship” of striving for excellence and pursuing excellence. In this system, we are committed to exploring the effective integration of local intangible cultural heritage into the teaching of aesthetic education in colleges and universities under the background of the integration of production and education in vocational education, in order to realize the dual cultivation of technical skills and cultural literacy of students.

5.1. Design of Local “Intangible Cultural Heritage” Aesthetic Education Empowerment Course Program

The local “intangible cultural heritage” aesthetic education empowerment course program takes “virtue and skill cultivation” as the goal of educating people, emphasizing the cultivation of professional skills while focusing on the shaping of students' character and the improvement of their cultural literacy. Differentiated training strategies are implemented to meet the needs of the society and the market according to the characteristics of talent training in different majors. Provide students with a more personalized and diversified educational experience by integrating the professional curriculum, serving local development, and forging the spirit of craftsmanship in the orientation of human education. This education not only imparts knowledge and skills, but also focuses on cultivating students' sense of innovation, practical ability and professionalism. In order to strengthen

the top-level design and focus on the overall layout, the “Intangible Cultural Heritage +” Aesthetic Education Empowerment Curriculum Project has been developed: The Beauty of Guangcai, the Beauty of Foshan Woodblock Printing, the Beauty of Shiwan Ceramic Plastic, etc. Through the integration of educational resources and innovation of teaching methodology, these projects combine intangible cultural heritage culture with professional teaching and provide a rich platform for students to learn and practice. By participating in these programs, students are able to deeply understand and experience the culture of intangible cultural heritage in practice, and stimulate their innovative thinking and cultural self-confidence. Through the establishment of a cooperation mechanism, resources are shared and synergy is formed to create a better quality education environment for students and to cultivate more high-quality talents with professional skills, innovative spirit and sense of social responsibility. This not only helps to promote the inheritance and development of local intangible cultural heritage, but also provides strong support for the high-quality development of vocational education.

5.2. Teaching Design of Local “Intangible Cultural Heritage” Aesthetic Education Empowerment

In the context of education in the new era, making full use of the “Internet +” online and offline communication platform has become an important way to promote educational innovation. Through this platform, we can break the traditional knowledge transfer teaching method and realize the sharing of educational resources and the diversification of teaching methods. Experts and scholars in different fields, such as entrepreneurs, inheritors of intangible cultural heritage and university professors, are invited to organize academic exchange forums to provide students with opportunities for face-to-face exchanges with industry experts, broaden their horizons, and stimulate students' interest in learning and innovative thinking. This teaching mode emphasizes the joint participation of teachers, enterprises and students to build a networked, open and highly efficient teaching environment that integrates interaction, inspiration and practice. Teachers design challenging and innovative teaching activities to guide students from simple to complex, from easy to difficult, and gradually improve their practical ability and innovation ability. Under the guidance of teachers, students learn to think and solve problems independently by participating in project practice, case analysis, innovative design and other activities, and constantly exploring and trying.

5.3. Integration of the Transformation of Local “Intangible Cultural Heritage” Achievements with Campus Activities

In promoting the inheritance and development of intangible cultural heritage, it is an effective strategy to mobilize student associations to carry out social surveys and collect local intangible cultural heritage projects. In this way, students can not only gain an in-depth understanding of the rich connotation and unique value of local ICH, but also cultivate their sense of social responsibility and practical ability. Extensive intangible cultural heritage activities, such as exhibitions and lectures on intangible cultural heritage, can further stimulate students' interest in and enthusiasm for intangible cultural heritage culture, and enhance their knowledge of and respect for traditional culture. On this basis, the innovative “combination of competition and teaching” model combines competition and teaching to provide a platform for students to demonstrate their intangible cultural heritage skills and innovative achievements. By organizing activities such as the ICH Design Competition and the ICH Creative Bazaar, students are encouraged to combine the ICH skills they have learned with modern design concepts to create contemporary and innovative ICH works. At the same time, the ICH culture and skills are integrated into campus activities, so that students can personally experience and participate in the inheritance and development of ICH culture in campus life. For example, intangible cultural heritage skills can be demonstrated in the school aesthetic culture festival, school celebrations and other activities, so that students can learn and pass on intangible cultural heritage culture through participation. Utilizing the “Internet Plus” platform, various entrepreneurial activities and

entrepreneurial projects are carried out to provide students with practical opportunities to combine intangible cultural heritage culture with modern business. Students can display and sell their intangible cultural heritage works or develop cultural creative products related to intangible cultural heritage through online platforms, so as to realize the innovative development of intangible cultural heritage culture and the transformation of commercial value.

6. CONCLUSION

Under the promotion of the “ICH+” aesthetic education empowerment system, vocational education will pay more attention to the overall development of students, not only cultivating their professional skills, but also their cultural literacy, innovation ability and professionalism. This will inject fresh blood into the technical inheritance and innovation of the great national craftsmen in the new era, cultivate more high-quality technical and skilled talents with professional skills, innovative spirit and social responsibility for the society, and make greater contributions to the economic development and social progress of the country.

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