

A Review of English Studies Related to the Integration of Intangible Cultural Heritage Curriculum Into Campus

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Abstract:

Since the twenty-first century, countries around the world have been paying more and more attention to the excavation and protection of their tangible and intangible cultures, and intangible cultural heritage has received extensive attention and research at home and abroad. As the main platform for teaching and educating people, schools are actively integrating ICH into their curricula and teaching practices, effectively promoting the new development of ICH education. In the new era and the trend of increasingly frequent and diversified cultural exchanges among countries, we should focus on the protection and development of our nation's excellent traditional culture, actively communicate and connect with the excellent non-heritage culture of international countries, further promote the rooting of non-heritage culture in schools, and effectively promote the protection and development of non-heritage culture through the opening and teaching of theoretical courses related to non-heritage culture. As China's socio-economic and cultural development enters a new period of development, intangible cultural heritages will certainly usher in new opportunities. To develop intangible cultural heritage with innovative education and teaching practice and create a new situation in the development of intangible cultural heritage.

Keywords:

Intangible Cultural Heritage Curriculum, Intangible Education, Campus, English Review

1. Introduction

According to the definition of the Convention for the Protection of the Intangible Cultural Heritage issued by UNESCO (Art.2), the intangible cultural heritage (patrimoine culturel immatériel) is defined by communities, groups and sometimes individuals, Social practices, conceptual expressions, forms of expression, knowledge, skills, and related tools, objects, handicrafts and cultural sites that are considered as part of cultural heritage. Intangible cultural heritage is not only the source of cultural diversity, but also an important carrier of cultural identity, national identity and social

cohesion Intangible cultural heritage is not only the source of cultural diversity, but also an important carrier of cultural identity, national identity and social cohesion. In 2011, the Ministry of Education passed *Law of the People's Republic of China on Intangible Cultural Heritage* at the National People's Congress, which for the first time defined "research on campus inheritance of intangible cultural heritage" as an important national social topic. In Chapter 4 of the Law, "Inheritance and Dissemination of Intangible Cultural Heritage", Article 34 states that "schools shall carry out relevant intangible cultural heritage education in accordance with the provisions of the education department under The State Council." And the introduction of "intangible cultural heritage" in the school also made a more specific introduction, mainly including (1) folk music; (2) opera; (3) Folk literature; (4) Folk drama and other aspects. At present, how to better carry out the education of intangible cultural heritage on campus, how to better inherit and promote the development of Chinese intangible cultural heritage and other issues have aroused widespread concern and attention in the academic community.

This paper follows the Yang Lihui in its *From "Folk Custom Education" to "Intangible Cultural Heritage Education"—the Road to Local Practice of China's Intangible Cultural Heritage Education* to the general definition, that means "through formal and informal ways of education to bring intangible cultural heritage was confirmed in society, respect and promote, so as to promote its inheritance ideas and practices." This paper makes a targeted review and comparative study of foreign literature on the topic of "bringing intangible cultural heritage courses to campus" from four dimensions: intangible cultural heritage related laws, intangible cultural heritage education, digital intangible cultural heritage, intangible cultural heritage protection and inheritance.

2. Discussion on "Intangible Cultural Heritage Education" in Literature

2.1. Intangible cultural heritage and the construction of subject education

In recent years, with the promulgation of "Intangible Cultural Heritage Law" and the introduction of intangible cultural heritage education into campus classrooms, the discipline construction of intangible cultural heritage education has attracted more and more attention. In an article *On the Combination of Intangible Cultural Heritage and Art Teaching in Preschool Education* published by Wu Jinghan, it is pointed out that, promoting the combination of early childhood education and intangible cultural heritage teaching can enrich the diversification of art education teaching content, and then stimulate children's understanding, perception and learning interest in intangible cultural heritage culture. This paper also provides corresponding teaching strategies and approaches for how to promote the combination of early childhood education and intangible cultural heritage education. In *"Intangible Cultural Heritage Dance" Entering Campus* the article discusses the current situation of non-heritage dance and the social significance of introducing non-heritage dance into schools. The author believes that there is a long way to go in the excavation and protection of non-heritage dance, and the introduction of non-heritage dance into classrooms and schools has far-reaching significance for the protection of the diversity of non-heritage dance and the enhancement of the social and cultural value of non-heritage dance. In addition, *Study on the Value Fit and Practical Direction of Regional Intangible Cultural Heritage Integration Into Aesthetic Education in Colleges and Universities—Taking*

Yancheng's Non-Legacy as an Example, the focus of the article will research on the present situation and the countermeasures of cultural heritage and aesthetic education, the article argues that the combination of the intangible culture and aesthetic education will be the future a developing trend of college aesthetic education, the author points out that to give full play to the advantages in the education teaching level of colleges and universities, efforts will be intangible culture with local characteristics into the aesthetic education of local universities, It can form a benign educational synergy and circulation, activate the construction and development of aesthetic education subject in colleges and universities with the help of intangible cultural heritage culture, and realize the protection and inheritance of intangible cultural heritage culture through the construction of aesthetic education subject in colleges and universities. *Several Cognitions on Intensifying Chinese Excellent Traditional Culture Education in Vocational Colleges* An article discusses the possibility and prospect of combining current vocational education with education of non-heritage culture. The author believes that, as the state and society attach importance to vocational education and the demand for professional and technical talents continues to increase, the quality of education and teaching in vocational education and the construction of vocational education system should also keep pace with the times and cultivate the requirements of professional and technical talents in the new era, therefore, non-heritage culture should not only be rooted in colleges and universities, but also be promoted in due course, and the elements and contents of excellent traditional culture should be actively integrated in the teaching of vocational education.

2.2. On the construction of intangible cultural heritage education system

The sustainable development of intangible cultural heritage education depends on the construction of China's high-quality education system in the new era, and the construction of high-quality education system is the only way to achieve the strategic goal of educational power. In *Research on countermeasures and suggestions of Intangible Cultural Heritage Inheritance "entering campus"* article, Yin Yanbing and Liu Chen, two scholars in view of the current China's intangible cultural education practice is still hasn't been able to get full implementation, intangible campus curriculum system construction is not sound and other issues, put forward their own opinions, and to build the heritage education inheritance system, modular curriculum design, set up resource collaboration platform and related policy put forward constructive Suggestions. Ma Henghui has made a unique examination of music intangible cultural heritage courses from the perspective of Internet + education. In *A Probe into the Basic Qualities of University Teachers in Developing Musical Intangible Cultural Heritage Courses from In the Perspective of Internet + Education*, the author believes that the current Education development model of Internet + will be a major trend of higher Education in the future. How to integrate the education and teaching of intangible cultural heritage with Internet + is an important topic worthy of our in-depth study and reflection. In his article *The Construction of the Teaching System of Intangible Cultural Heritage in local Colleges and Universities*, Yang Yong makes his own judgment on the construction of teaching non-heritage based on his research on bamboo weaving home design technology, which he believes not only enhances the activity of non-heritage, but also provides a favorable talent technology for the non-heritage of ethnic minorities. Chen Wu's *Spreading and Application of Intangible Cultural Heritage Protection Ideas in Chinese International Education* This paper discusses how to integrate the concept of intangible cultural heritage

protection into the international education major of Chinese higher education, so as to promote the external export and internal inheritance of Chinese traditional intangible cultural heritage. Fubin Li is on the *Exploration on the Construction of Industry University Research Integration under the Background of Intangible Cultural Heritage*. In the article, it studies how local colleges and universities rely on regional advantages to build an intangible Cultural Heritage system, make use of multiple advantages to carry out cooperative innovation, organically combine “production”, “learning” and “research”, and establish a more perfect intangible Cultural Heritage system. Francesca Maria Dagnino, Michela Ott and Francesca Pozzi in *Addressing Key Challenges in Intangible Cultural Heritage Education. International Journal In the article of Heritage in the Digital Era*, the EU's I-Treasure project is taken as an example. Examines the current foreign use of state-of-the-art sensors and ICT technologies to sustain learning and transmission of intangible cultural heritage, relying on integrated technology-enhanced learning (TEL) practices, focusing on pedagogical planning as a way to sustain the design, deployment and sharing of educational interventions that go to address educational challenges in specific areas, also using them to support and disseminate intangible heritage education. In Li Jinling's article *A Comparative Study on the Inheritance of “Intangible Cultural Heritage” in China, Japan and South Korea*, Against China, Japan and Korea three countries intangible education of targeted contrast, from the current Chinese intangible education problems, this paper list system of the three countries of intangible education inheritance model, in the hope of from Japan and South Korea two countries intangible education mode of intangible cultural protection and education model for China construction for reference.

3. Discussion On “Digital Intangible Cultural Heritage” in Literature

The practice of modern digital information technology in the field of intangible cultural heritage protection and inheritance has become a hot spot of foreign scholars' research and attention. For example, in “*Cultural Learning in Virtual Heritage: An Overview*”, Springer Berlin Heidelberg, Muhammad Ali describes in detail the many applications of digital communication technologies in the transmission and development of intangible cultural heritage, using the example of traditional Samaritan pottery making. Louise Landanne in “*Management and Valuation of Heritage Assets*”, Springer International In Publishing, it is proposed that if virtual restoration technology and digital technology are applied in the protection and inheritance of intangible cultural heritage, the cultural manifestations of Italian intangible cultural heritage will be greatly enriched and the inheritance and development of intangible cultural heritage will be promoted. Saphinaz-amal Naguib in *Museums, Diasporas and the Sustainability of Intangible Cultural Heritage*. In this paper, the author discusses the problems of museums in constructing the intangible cultural heritage of immigrants and expatriates, and points out that museums can maintain the vitality of the intangible cultural heritage of expatriates through recording, recording and data protection, which is conducive to the sustainable development of intangible cultural heritage to a certain extent. The Institute of International Dissemination of China Culture has published an article entitled *Protection and Dissemination of Chinese Intangible Cultural Heritage Based on Digital Games*, in this paper, the author analyzes the current development status of digital games, and proposes that in the process of protection and dissemination of

intangible cultural heritage in China, digital games can be used as a new protection medium, and intangible cultural heritage elements can be effectively integrated into game design, so as to achieve the dissemination and inheritance of intangible cultural heritage. *Intangible Cultural Heritage Based on AR Technology*, this paper focuses on the current development of AR technology. By using the methods of data analysis, comparison and experiment, this paper takes traditional intangible cultural heritage shadow puppetry as an example to conduct extensive investigation and in-depth research on the traditional shadow puppetry based on AR technology and the watching attitude and effect of traditional shadow puppetry. The application of AR technology in traditional shadow play has effectively promoted the spread and development of traditional shadow play. The author believes that AR technology should be widely used in the protection and inheritance of intangible cultural heritage. *Research on Digital Protection and Inheritance of Regional "Intangible Cultural Heritage" - Take the western part of Guanzhong as an example*, this article takes the central and western regions of Guan as the research object. In the current new era of digital protection and inheritance of "Internet + intangible", it explores a new way to cooperate with digital new media and intangible cultural heritage. In the article *Digital Protection Mode of Intangible Cultural Heritage in China* written by Yang Anyu, it is mentioned that the digitalization of Cultural relic information resources and the construction of resource sharing platform shall be implemented digitally, so as to digitize Cultural relic Protection and make full use of new media communication. The status quo and problems of the digital protection of intangible cultural heritage still exist, but in the future development process, we should continue to take the protection of digital cultural heritage as the basis, supplemented by modern science and technology to better protect China's traditional intangible cultural heritage. Relying on various digital information technologies, we will optimize the channels for inheriting intangible cultural heritage and complement each other.

4. Discussion on "Protection and inheritance of Intangible Cultural Heritage" in Literature

The protection and development of intangible cultural heritage is conducive to enhancing national unity and preserving the world's cultural diversity, as well as a prerequisite for promoting common human development. *Research on the Protection and Inheritance Strategies of Jingdezhen Ceramic Intangible Cultural Heritage From the Perspective of Cultural and The article on Creative Industry* takes Jingdezhen Ceramic in Jiangxi Province as an example to transform the advantages of cultural resources into the advantages of cultural and creative industry development, combining cultural and creative industry with traditional ceramic intangible heritage resources with creativity as the core and high-tech means as the support to realize a new way of transforming and developing ceramic intangible heritage. *The Safeguarding of Intangible Cultural Heritage from the Perspective of Civic Participation: The Informal Education of Chinese Embroidery Handicrafts*, this paper takes the identity of cultural citizen as the theoretical guidance, takes the Chinese intangible cultural heritage traditional embroidery craft as the research object, explores and studies the citizens' learning willingness and value impact index of participating in intangible cultural heritage, and provides knowledge and skills for the practice of intangible cultural heritage protection. One of The papers in The Second International Conference on Humanities and Social Sciences (HSS 2017) is *The Study on Intangible Cultural Heritage Protection Method by Utilizing libraries China's*

University Libraries, this paper divides the main protection methods of intangible cultural heritage into three categories, which provides a new way for the dynamic development of intangible cultural heritage. In addition to the traditional Chinese method of inheritance in the article *Human Rights Conundrums in Cultural Heritage Protection*, William Rogan proposed methods for the socialization Protection and inheritance of intangible Cultural Heritage from the perspective of sociological thinking theory according to the Protection measures of intangible Cultural Heritage proposed by UNESCO. Louis Caesar wrote *Francoise Benhamou: Économie du patrimoine culturel*, Éditions La Découverte, the author also summarizes and analyzes the productive protection of French intangible cultural heritage from the perspective of sociology, and puts forward that “productive protection” is one of the important ways to protect and inherit intangible cultural heritage for a long time.

To sum up, Through the establishment of relevant laws on intangible cultural heritage, the establishment of intangible cultural heritage education and training mode, the renewal of the path of digital intangible cultural heritage preservation and other means, in order to better protect and inherit the final purpose of intangible cultural heritage.

5. Conclusions

In general, it can be seen from the literature that most researchers are concerned about the sustainability, rationality and how to inherit and carry forward the development of intangible cultural heritage. In terms of education, from preschool education to higher education, scholars are trying to explore the new teaching system of intangible cultural heritage into the campus. In terms of digitalization, multimedia and AR technology are actively combined with various forms of intangible cultural heritage, and cross practice. The road to explore intangible education practice, the continuity of finishing the development and change, throughout the domestic and foreign research and exploration of intangible education, it is of great significance to correctly understand the significance and existing problems of current intangible cultural heritage education.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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