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Research on the Thinking and System Construction of Intangible Cultural Heritage General Education in Universities Under the Background of Integration Between Industry and Education

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ABSTRACT

This paper explores the ideas and system construction of intangible cultural heritage (ICH) general education in colleges and universities under the background of the Integration Between Industry and Education. By analyzing the importance and current challenges of ICH general education, the paper proposes specific strategies and suggestions from six aspects: curriculum setting and integration, teaching methods and means, teaching resource construction, evaluation system construction, production-education integration practice, long-term mechanism, and policy support.

KEYWORDS

Industry-education integration; Intangible cultural heritage general education; System construction

The Integration Between Industry and Education is a crucial path to meet the needs of industrial development and cultivate high-quality technical personnel. Intangible cultural heritage, rich in history and culture, embodies the national spirit and serves as the source and foundation of a nation's life and strength. Integrating these unique national cultural resources into general education can serve as a channel for the inheritance of intangible cultural heritage within schools, a process of re-cognition of the nation's survival wisdom and living culture, and an effective means of inheriting intangible cultural heritage in the context of cultural confidence. As an important part of traditional culture, intangible cultural heritage represents a nation's history, customs, and values. Integrating intangible cultural heritage into college education can help students better understand and pass on traditional culture, enhancing their cultural self-confidence and sense of identity.

1 Integration between Industry and Education with General Education of Intangible Cultural Heritage

1.1 Integration between Industry and Education

The integration of industry and education refers to the integration of industry and education. The "Production" in the integration of industry and education refers to industry and enterprise, and "Education" refers to education. The integration of industry and education refers to the further deepening of the integration of industry and education, highlighting the depth and breadth of

cooperation between industry and education at key nodes, forming a situation of interaction and integrated development between schools and enterprises, so that there is education in production and production in education, achieving a high degree of integration between colleges.

1.2 Intangible Cultural Heritage General Education

Intangible cultural heritage general education is a popular education aimed at strengthening students' awareness of intangible cultural heritage protection and improving students' humanistic quality. Intangible cultural heritage is an important part of human civilization, carrying rich cultural information and ideological connotation. Conducting general education of intangible cultural heritage in applied undergraduate colleges and universities is conducive to cultivating students' cultural self-confidence and aesthetic taste, and is conducive to the inheritance and development of intangible cultural heritage.

2 Analysis of the Status Quo and Existing Problems of Intangible Cultural Heritage General Education in Colleges and Universities

2.1 Lack of Intangible Cultural Heritage Education Resources

The primary problem facing ICH general education is the lack of educational resources. Many colleges and universities lack professional ICH education teachers, which directly affects the teaching quality and effect of courses. At the same time, due to the particularity and complexity of ICH, the development of relevant teaching materials also faces many difficulties, resulting in many colleges and universities can only rely on limited resources for teaching, and it is difficult to meet the learning needs of students. This lack of resources not only limits the popularization and promotion of ICH general education, but also affects students' in-depth understanding and cognition of ICH.

2.2 Intangible Cultural Heritage General Education Lacks Systematicness and Standardization

At present, the curriculum of ICH in many universities is scattered and lacks a unified teaching syllabus and evaluation standards. As a result, the contents of ICH education differ greatly among different universities. Due to the lack of normative guidance and supervision, the ICH education in some universities often has problems such as shallow teaching content and single teaching method, making it difficult to truly achieve the purpose of inheriting and carrying forward the ICH.

2.3 Intangible Cultural Heritage General Education Is Out of Touch with Practice

ICH general education is not only the theoretical teaching of ICH, but more importantly, the cultivation of students' practical ability. At present, many colleges and universities often pay too much attention to the teaching of ICH, but neglect the cultivation of students' practical ability. This phenomenon of disconnection between theory and practice not only affects students' in-depth understanding and experience of ICH, but also limits their potential exploitation in ICH inheritance and innovation.

2.4 Lack of Cognition and Interest Among Teachers and Students

Due to the limited dissemination and popularization of ICH in modern society, many teachers

and students in colleges and universities have insufficient cognition of the value of ICH, and lack a deep understanding of its connotation, historical origin, and significance. This lack of cognition leads to the status of ICH general education in colleges and universities not being prominent enough to attract sufficient attention from teachers and students. At the same time, due to the lack of in-depth understanding and experience of ICH culture, many students lack interest and enthusiasm in ICH-related courses, further exacerbating the dilemma of ICH in colleges and universities.

3 Thoughts and System Construction of Intangible Cultural Heritage General Education in Colleges and Universities under the Background of Integration Between Industry and Education

3.1 Curriculum Setting and Integration

3.1.1 The Curriculum Should be Closely Aligned With The Needs Of The Industry and Students' Interests

Colleges and universities should conduct in-depth research on the development trend and market demand of ICH-related industries, and set up forward-looking and practical ICH general courses, such as ICH tourism development, ICH creative design, etc., to meet the industry's demand for professionals and stimulate students' interest in learning.

3.1.2 A systematic curriculum system should be established

Colleges and universities should integrate existing curriculum resources to ensure the continuity and standardization of ICH general education. At the same time, ICH general education courses should be incorporated into the school general education system and integrated with professional courses to form an interdisciplinary and multidisciplinary curriculum system to comprehensively enhance students' cultural literacy and comprehensive ability.

Combining basic theory with skill practice: Through the study of basic theory courses, students can understand the historical background, cultural connotation, and artistic value of ICH; through the learning of skills practice courses, students can master the basic skills and operation methods of ICH skills.

Interdisciplinary integration: Combining ICH general education with other disciplines, such as art, design, history, sociology, etc., to form an interdisciplinary curriculum system. This will help broaden students' knowledge and vision, and cultivate students' comprehensive literacy and innovation ability.

Implementation at different levels and in different stages: ICH general education courses at different levels can be set up according to students' grade and professional background, such as general education compulsory courses, elective courses, professional practice courses, etc. At the same time, different stages of ICH courses can be set up according to students' interests and needs, such as introductory courses, advanced courses, advanced courses, etc.

3.1.3 Focus on the integration of theory and practice

Establish a practice base for ICH skills, and cooperate with enterprises to carry out practical teaching activities, such as ICH skills experience, ICH project planning and implementation, so that students can deepen their understanding of ICH in practice and cultivate their practical ability and

innovative spirit. At the same time, the practical teaching results are incorporated into the evaluation system, and students are encouraged to apply what they have learned to practice, promoting the inheritance and innovation of ICH.

3.2 Teaching Methods and Means

3.2.1 Adopt diversified teaching methods

In view of the diversity and complexity of ICH, teachers should combine teaching methods such as lectures, discussions, case studies, and field trips to stimulate students' interest in learning and broaden their horizons of knowledge. For example, through case analysis, students can have a deep understanding of the historical background, technical characteristics, and market value of ICH; through field trips, students can experience the charm of ICH and enhance their perceptual understanding.

3.2.2 Pay attention to interactive teaching

Colleges and universities should encourage exchanges and cooperation between teachers and students, as well as between students, and cultivate students' teamwork, communication, and critical thinking through group discussions, role-playing, and project cooperation. This interactive teaching method not only helps students to have a deep understanding of ICH, but also stimulates their innovative thinking and injects new vitality into the inheritance and development of ICH.

3.2.3 Make full use of modern information technology

Colleges and universities should actively explore the application of digital technologies such as virtual reality (VR) and augmented reality (AR) in the general education of ICH to create an immersive learning experience for students, allowing them to feel the charm of ICH more directly and enhance their learning interest and participation. At the same time, online learning communities should be built through online platforms and social media channels, so that students can access learning resources anytime and anywhere, exchange ideas with peers, broaden learning channels, and improve learning efficiency.

3.3 Curriculum Resource Development

3.3.1 Enhancement of Faculty Development

Apart from recruiting experts and scholars in the domain of intangible cultural heritage (ICH), it is imperative to incentivize in-house faculty to engage in interdisciplinary studies, thereby enhancing their pedagogical proficiency in ICH. Establishing enduring collaborative relationships with ICH practitioners is essential. Through modalities such as workshops and seminars, the practical insights of these practitioners can be integrated into classroom instruction, culminating in a teaching cohort characterized by a "Theory-practice" synergy. This collaborative effort will propel the advancement of ICH general education and foster a "Dual-qualified" teaching cadre.

3.3.2 Diversification of Instructional Materials and Course Resources

Commission experts to compile comprehensive and targeted teaching materials for ICH general education, ensuring the veracity and depth of instructional content. Concurrently, harness digital resources by developing online courses, video tutorials, and other forms of digital instructional

materials to provide students with a variety of learning resources that cater to their individual educational needs. Encourage a collective effort from both faculty and students in the collection and organization of ICH-related materials, thereby enriching the institutional teaching resource repository.

3.3.3 Integration of Internal and External Practical Resources

Forge partnerships with external entities such as ICH museums and practitioners' studios to serve as practical learning bases for students, offering them opportunities for experiential learning and practice. In conjunction, collaborate with business entities to initiate industry-university research projects, jointly developing ICH-related cultural and creative products. This transformation of teaching resources into tangible productivity will facilitate the industrialization of ICH culture. By amalgamating internal and external resources, an integrated teaching resource system that encompasses industry, university, research, and application will be established to bolster ICH general education.

3.4 Framework for Evaluation System Construction

3.4.1 Multidimensionality in Evaluation

Beyond the conventional closed-book examination format, it is necessary to incorporate a spectrum of evaluation methods, including project-based assignments, practice reports, oral presentations, and team collaboration, to comprehensively evaluate students' knowledge acquisition, skill application, innovative thinking, and teamwork capabilities. Specifically, for the unique nature of ICH general education, it is pertinent to introduce assessments that gauge the depth of students' understanding of ICH culture, their commitment to inheritance, and their practical competencies.

3.4.2 Reinforcement of Formative Evaluation

Attention should be paid to students' performance and progress during the learning process. Through methods such as regular feedback, mid-term inspections, and records of group discussions, issues can be identified in a timely manner, and teaching strategies can be adjusted accordingly. This form of dynamic evaluation serves to motivate students to engage in continuous learning and simultaneously provides teachers with a basis for instructional improvement.

3.4.3 Incorporation of Third-Party Evaluation

Invite ICH inheritor, industry experts, and corporate representatives in the evaluation process to provide professional assessments of students' works, projects, or practical outcomes, thereby enhancing the objectivity and credibility of evaluations.

Through school-enterprise collaboration projects, incorporate corporate satisfaction as a key metric for assessing students' practical abilities.

3.4.4 Emphasis on Self-Evaluation and Reflection

Promote self-assessment among students, encouraging them to reflect on their learning experiences, strengths, and areas for improvement, thereby fostering autonomous learning and self-improvement capabilities.

3.5 Integration of Industry and Education in Practice

College should engage in in-depth dialogue with ICH-related enterprises and studios to collaboratively determine talent cultivation objectives, ensuring alignment between educational content and market demands.

By establishing cooperation agreements, clarify the responsibilities and interests of both parties to lay the groundwork for sustained collaboration.

3.5.1 Establishment of an Industry-Education Integration Platform

College can partner with enterprises to create a platform for industry-education integration, facilitating resource sharing and project alignment. This platform will enable institutions to gain insights into enterprise needs and market trends, allowing for timely adjustments to the direction and content of ICH general education, while enterprises can leverage institutional research capabilities and talent pools to drive innovation and development in ICH culture.

3.5.2 Initiation of Industry-University-Research Collaboration Projects

Institutions should embark on industry-university-research projects with enterprises to jointly develop innovative outputs such as ICH-related cultural and creative products. These projects will convert the fruits of ICH general education into tangible productivity, propelling the industrialization of ICH culture, while enterprises can enhance their market competitiveness through the research strength and innovative outputs of educational institutions.

3.5.3 Implementation of School-Enterprise Joint Training

Through the establishment of "Customized Classes" and "Modern Apprenticeship" programs, align student training directly with enterprise employment needs. Enterprises should be involved in curriculum design, teaching implementation, and student assessment to ensure graduates are job-ready, thereby reducing the talent cultivation cycle for enterprises.

3.6 Long-Term Mechanisms and Policy Support

3.6.1 Establishment of Long-Term Mechanisms

Governments, educational departments, cultural and tourism departments, industries related to intangible cultural heritage (ICH), and academic institutions should strengthen cooperation, jointly formulate development plans and implementation strategies for the general education of ICH, clarify the responsibilities and tasks of all parties, and form a cohesive work force. Concurrently, a regular communication mechanism should be established to promptly address issues arising from cooperation, continuously optimizing the mode of collaboration.

3.6.2 Provision of Policy Support

The government should issue relevant policy measures to provide support for the general education of ICH in terms of funding, venues, and talent. Meanwhile, it is encouraged to actively involve various sectors of society in the general education of ICH, establish an evaluation system and incentive mechanism for ICH general education, recognize and reward colleges, enterprises, or individuals with outstanding performance, stimulate the enthusiasm of all sectors of society for participation, and foster a favorable social atmosphere.

4 Conclusion

The integration of industry and education offers new insights and pathways for the general education of ICH in College. By closely aligning with industry demands, constructing a systematic curriculum system, and emphasizing the deep integration of theory and practice, the quality and effectiveness of ICH general education are effectively enhanced. Additionally, the adoption of diversified and interactive teaching methods, and the full utilization of modern information technology, stimulate students' interest in learning and broaden their knowledge horizons. In terms of teaching resource construction, strengthening the faculty team, enriching teaching materials and course resources, and integrating internal and external practical resources are key to improving the level of ICH general education. Moreover, the establishment of a scientific and reasonable evaluation system, incorporating diversity, processuality, third-party, and self-evaluation, aids in comprehensively assessing students' learning outcomes. Through deepening the practice of industry-education integration, establishing long-term mechanisms and policy support, the sustainable development and innovation of ICH general education are effectively promoted.

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