

Exploring the Integration Path of Intangible Cultural Heritage into Higher Education Aesthetic Education from the Perspective of Experiential Education

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Abstract: From the perspective of experiential education, the integration of intangible cultural heritage into aesthetic education programs in colleges and universities is of profound significance. This approach not only enriches the educational experience but also fosters a deeper appreciation and understanding of cultural heritage among students. First of all, the intangible cultural heritage carries rich cultural connotations, has the functions of moral guidance, value inheritance and moral education shaping, and can provide students with unique cultural experience and value guidance. Secondly, the intangible cultural heritage integrated into the aesthetic education of colleges and universities is faced with difficulties such as insufficient recognition and inheritance dilemma, which needs to be solved by innovating teaching methods and improving the level of teachers. Therefore, it is suggested to follow the basic principles, such as respecting the tradition, paying attention to practice, openness and inclusiveness, etc., and to integrate the intangible cultural heritage into the aesthetic education in universities in an innovative way. Finally, in order to achieve this goal, we can provide students with more diversified cultural experience and promote the inheritance and development of intangible cultural heritage by creating path strategies to integrate the intangible cultural heritage into the aesthetic education of colleges and universities, so as to achieve better educational effects.

Keywords: Experience Education; Intangible Culture; College Aesthetic Education.

1. Introduction

1.1. Meaning of Intangible Cultural Heritage

Intangible cultural heritage can be interpreted in different ways depending on the cultural and national context. According to UNESCO, this heritage encompasses a broad range of living expressions inherited from our ancestors. These include social practices, representational acts, traditions, and knowledge systems that communities or individuals recognize as a part of their cultural legacy. This heritage is not only about rituals and traditional performances but also encompasses oral narratives, arts, social practices, and nature-related knowledge, along with associated artifacts and cultural spaces.

In the context of China, intangible cultural heritage is perceived as traditional cultural expressions that have been handed down through generations and are cherished as a heritage component. These expressions are diverse, ranging from traditional oral literature and various art forms like music, dance, and drama, to folk arts, acrobatics, and more. Furthermore, it includes practices such as traditional medicine, calendars, customs, festivals, and even traditional sports and games. This broad spectrum, illustrated in Figure 1, highlights the depth and diversity of cultural expressions that are integral to national heritage. [1].

Intangible cultural heritage is a collection of rich and diverse cultural traditions of human beings, the embodiment of human creativity and innovation, and the cultural wealth recognized and inherited by every community, every group, and even every individual.

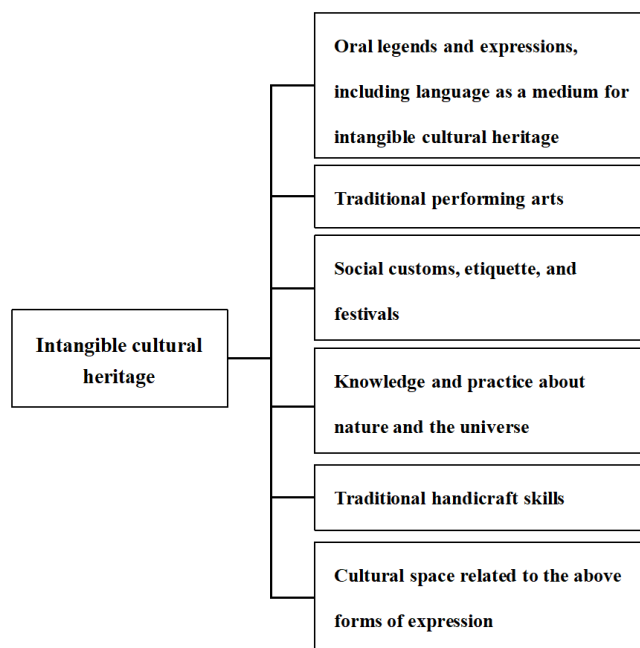


Figure 1. The specific content of the intangible cultural heritage

1.2. The Cultural Educational Function of the Intangible Cultural Heritage from the Perspective of Experience Education

1.2.1. Value Guidance Function

Intangible cultural heritage serves as a profound manifestation of the collective spiritual and material endeavors shaped by historical labor practices. It encapsulates the Chinese nation's spirit, customs, and aesthetic preferences, representing the very essence of China's commendable traditional culture. Embedded within the nation's cultural foundation, this heritage enriches the populace's ethical

consciousness and fosters the pursuit of values such as benevolence, harmony, integrity, and justice, integral to Chinese societal ideals [2].

Highlighting its significance, General Secretary Xi Jinping has noted that the core socialist values promoted today are a continuation and elevation of the rich traditional Chinese culture, positioning intangible cultural heritage as a crucial foundation for cultivating these values[3]. The preservation and practice of traditional arts like dance and music, alongside crafts, not only perpetuate cultural heritage but also exemplify the national ethos of diligence and moral excellence, reflecting the virtuous characteristics of the Chinese people[4].

Furthermore, intangible cultural heritage acts as a dynamic representation of traditional culture and a vibrant reflection of the core socialist values. It subtly influences societal behaviors, helping individuals develop sound perspectives on life and ethics. The traditional elements within this heritage deepen the ideological substance of the socialist core values, with folk music and other forms serving as effective mediums for educating these principles [5].

The promotion of socialist core values through intangible cultural heritage allows for a more seamless integration into everyday life and societal norms, making the values more tangible and comprehensible to the general public. This approach facilitates a gentle but impactful diffusion of values, aiding the advancement of societal morality and the broader cultural and spiritual development [6].

1.2.2. Function of Moral Shaping

Chinese traditional culture emphasizes the supremacy of morality and attaches great importance to moral cultivation. As an important carrier, the intangible cultural heritage plays an important role in moral shaping. The intangible cultural heritage combines refined and popular culture, reflecting the concept of harmony between man and nature, man and society, as well as the fine traditions and character of the Chinese nation, such as patriotism and serving the people, valuing justice over interests, diligence and courage. These cultural elements have a powerful moral shaping role[7].

Taking folklore as an example, Chinese myths and legends, such as Kuafu and Pangu mythology, all reflect the praise of moral qualities such as courage, light and love. The story of Kuafu chasing the sun shows the spirit of desperate for the benefit of human beings, while the myth of Pangu creating the world reflects the value of creation and dedication. These fairy tales not only enrich the culture in the image, but also convey the lofty moral concept on the moral level, affecting the moral ideals and behavior norms of future generations[8]. Intangible cultural heritage creates rich artistic images through myths, legends, folk stories and other forms, and at the same time, it conveys the ethical wisdom of the ancestors in the details, and influences and shapes the moral concepts and moral cultivation of the future generations[9].

1.2.3. Code of Behavior Function

As a collective subconscious mind, the intangible cultural heritage has an important influence on people's behavior habits and moral norms. This cultural heritage exists in the form of unwritten customary law, which affects people's way of thinking and value judgment, and constrains emotion and action [10]. In daily life, it regulates people's behavior and guides people to abide by social public order and good customs.

The 24 solar terms are an important time scale in traditional Chinese culture, which play an important role in people's code

of conduct and agricultural activities. According to the solar terms, people arrange agricultural labor, hold seasonal ceremonies and folk activities, and arrange family and individual life. The existence of these solar terms has made the colorful folk customs and festive ceremonies be preserved and inherited. For example, during the Start of Spring, spring festival activities will be held everywhere, including the spring greeting, whip spring, beating spring and biting spring, which reflects the welcome and blessing of the New Year [11].

1.2.4. Educational and Educational Function

Intangible cultural heritage plays an important role in education. It contains rich humanistic knowledge, scientific knowledge and traditional skills, which can be used as high-quality educational resources to impart knowledge, inspire wisdom, cultivate sentiment, express ambition and morality, and warm the soul. The ethical and moral resources contained in the intangible cultural heritage, especially for the education of the younger generation, are of great significance, and can teach them how to cultivate themselves and behave themselves.

In the traditional agricultural society, the traditional drama and the folk literature are the important ways for the people to acquire knowledge and increase their wisdom [12]. These performance forms integrate a variety of artistic expression, not only strong beauty, but also full of educational significance. For example, the Leizhou Song on the Leizhou Peninsula in Guangdong Province records the history and life of the local people, and reflects the style and production content of the working people. With its beautiful rhythm and rich rhetorical ways, Leizhou song not only enriches people's spiritual and cultural life, but also has a profound influence on people's ideology, moral quality, will quality and knowledge accomplishment [13].

The transmission of intangible cultural heritage not only preserves traditions but also serves an educational role. Inheritors and practitioners act as mentors, imparting their knowledge and skills to learners [14], who engage in an educational journey through their acquisition of these cultural practices. This educational interaction helps embed the values and significance of intangible cultural heritage both within academic settings and broader societal contexts.

By integrating the safeguarding and educational transmission of intangible cultural heritage into formal and informal education systems, society as a whole can gain a deeper appreciation of its importance. Such efforts foster a conducive social environment that supports the preservation and continuation of these cultural treasures. This holistic approach ensures that the legacy of intangible cultural heritage is not only maintained but also revered across generations[15].

2. The Challenges of Integrating Intangible Cultural Heritage into Aesthetic Education in Colleges and Universities

2.1. The Subject Cognition of Intangible Cultural Heritage Education is Limited

The traditional way of knowledge transmission is difficult to penetrate deep into the hearts of students, so that their understanding of the intangible cultural heritage remains on the surface. Students often simply accept the form and content of the intangible cultural heritage, but lack a deep

understanding of the cultural connotation behind it[16]. Traditional intangible cultural heritage often embodies the values and life style of ancient society, and there is a certain disconnection with the life style and values of contemporary students. As a result, it is difficult for students to connect the intangible cultural heritage with their own real life, and their sense of identity is not strong. Experiential education emphasizes acquiring knowledge and experience through personal experience and practice[17]. However, as the inheritance of intangible cultural heritage requires inheritors with certain traditional skills and experience, students lack the opportunity to have close contact with the intangible cultural heritage and cannot experience the fun and value deeply. The traditional education system often focuses on the transmission of theoretical knowledge, and lacks the integration of practical and experiential education. As a result, students lack real experience and personal participation when learning the intangible cultural heritage, making it difficult to form a profound cognition and experience [18].

2.2. Intangible Cultural Heritage is Disconnected from Students' Interests and Real-Life Experiences.

With the rapid development of society and the diversification of culture, traditional music and traditional art appear old and outdated among some young students, disconnected from their interests and real life. It makes students lose interest in traditional culture and affects their cognition and understanding of intangible cultural heritage. As an important part of the intangible cultural heritage, the inheritance and development of traditional music and traditional art need to receive the attention and participation of the younger generation. However, because the inheritance and development of traditional culture need long-term learning and experience, and the fast pace and information explosion of modern society make young people more inclined to pursue novel and rapid cultural forms, traditional music and traditional art are out of touch with this demand to some extent.

2.3. Lack of Recognition for Intangible Cultural Heritage

Folk literature and traditional drama occupy an important position in the intangible cultural heritage, but in the process of integrating into college aesthetic education, the lack of identity is a significant dilemma. The lack of identity is mainly reflected in the students' cognitive deviation in the value, significance and attraction of these cultural forms, which affects their acceptance and understanding of traditional culture to some extent [19].

National hero stories in folk literature, female hero legends, although in history has a long heritage and profound cultural connotation, but in modern society, with the development of science and technology culture, some students may be more inclined to accept modern, popular cultural products, produce cognitive barriers of traditional literature.

Intangible cultural heritage has gradually faded from the mainstream cultural stage of modern society, and the number of people paying attention to it is continuously decreasing. Students lack understanding of these traditional cultural forms, including their unique performance styles, singing techniques, and costume designs, making it difficult to resonate with and spark their interest.

3. The Basic Principle of Integrating Intangible Cultural Heritage into Aesthetic Education in Colleges and Universities under the Perspective of Experiential Education

3.1. The Principle of Unity of Dominance and Subjectivity

In the educational realm of intangible cultural heritage, teachers are pivotal, leveraging their expertise and pedagogical skills to help students grasp and appreciate the subtleties of cultural heritage. Educators must acknowledge the agency of students, fostering their curiosity and capacity for autonomous learning. As students engage with intangible cultural heritage, they should be treated as active participants in exploring and debating its aspects. Teachers are tasked with facilitating a learning environment that encourages student initiative and creativity, helping them to deeply comprehend and embrace the cultural legacy.

The symbiotic relationship between the authoritative role of teachers and the agency of students enhances the learning process. Educators are instrumental in nurturing students' enthusiasm for learning and critical thinking, while also valuing their perspectives and choices. This respect empowers students to contribute actively to their educational journey.

To effectively teach intangible cultural heritage, diverse instructional strategies such as fieldwork, immersive experiences, and hands-on activities should be employed. These methods cater to varied learning preferences and bolster students' connection to and enthusiasm for cultural heritage. The integration of theoretical knowledge with practical experiences allows students to experience the allure of intangible cultural heritage firsthand, deepening their understanding and appreciation of its value.

3.2. The Principle of the Unity of the Nation and the World

Intangible cultural heritage carries the historical, cultural and spiritual pursuit of a nation, and is an important source of national identity. In education, through in-depth excavation and inheritance of intangible cultural heritage, students' sense of identity and pride in national culture can be enhanced, and their respect and love for national history and tradition can be cultivated, thus forming a strong national consciousness. Cultural exchanges in modern society are increasingly frequent, and the cultures of countries around the world are also developing through mutual penetration, exchanges and mutual learning. Education also needs to guide students to have an open mind, to respect, understand and tolerate the cultures of other countries and nations [23]. By learning the intangible cultural heritage of various countries, it can help students expand their horizons, enhance their cross-cultural communication ability, and cultivate their global awareness and international vision. In education, we should unify the national nature and the world, not only emphasize the inheritance and development of the national culture, but also open our vision and accept the essence of other national cultures. To promote the innovation and development of national culture, it is also necessary to enhance the mutual understanding and respect between different ethnic groups and realize the coexistence of cultural diversity.

3.3. The Principle of Unity and Diversity

Uniformity refers to the unified requirements of educational direction, educational tasks, and teaching objectives. In the integration of intangible cultural heritage into ideological and political education in colleges and universities, we should adhere to the fundamental task of training socialist builders and successors, aligning with the goal of national education modernization. Colleges and universities should combine the ethical and moral resources inherent in intangible cultural heritage with the goals of educational modernization. This integration aims to train students to become individuals with ideals, a sense of responsibility, resilience, and a willingness to strive.

The principle of diversity emphasizes promoting the integration of intangible cultural heritage into ideological and political education by incorporating regional characteristics, the needs of the times, and the diverse characteristics of student groups. This involves tailoring teaching to local conditions, keeping pace with contemporary developments, and addressing individual student differences. Local adaptation means utilizing unique local intangible cultural heritage resources, aligning with the times involves reflecting contemporary requirements, and personalizing education addresses individual student differences.

Unification and diversity are both opposites and mutually unified. In education, diversity should be respected on the basis of unity. The diversification of educational content and methods should be achieved by adapting to local conditions, adjusting to contemporary developments, and personalizing approaches to individual students. This ensures that the different needs and differentiated characteristics of students are met effectively.

3.4. The Principle of Unifying Historical Inheritance and Innovation of The Times

Historical continuity serves as the foundation for incorporating intangible cultural heritage into ideological and political education in higher education institutions. By

preserving cultural traditions, students gain a profound understanding of the origins and core of national culture, which in turn fosters a stronger sense of cultural identity and pride. Respecting historical inheritance also means valuing the wisdom and achievements of our ancestors, cultivating a sense of reverence and humility among students.

Adapting to contemporary societal needs, intangible cultural heritage must evolve to maintain relevance and vitality in the modern age. Universities play a crucial role in this process by encouraging students to reinterpret and rejuvenate traditional culture through innovative approaches that align with current values, thereby enhancing its dynamism and societal impact.

Historical preservation and contemporary innovation are complementary, not conflicting, forces. Integrating intangible cultural heritage into ideological and political education requires a balanced focus on both conserving traditional elements and exploring their modern interpretations and applications. This dual approach ensures that intangible cultural heritage not only survives but thrives, contributing meaningfully to the ideological and political landscape of modern educational settings.

4. Case Studies and Strategies for Integrating Intangible Cultural Heritage into Aesthetic Education in Higher Education from the Perspective of Experiential Education

4.1. Case Design for Integrating Intangible Cultural Heritage into Aesthetic Education Courses in Higher Education

Design of participatory and experiential cultural activities, as shown in Table 1. Design case carriers from the three aspects of knowledge and skills, process and method, emotional attitude and values.

Table 1. Curriculum Design of Paper Cuttings Art

Course practice case carrier	Knowledge and skills	<ol style="list-style-type: none"> 1. Understand the characteristics of different paper: learn the characteristics of different paper, such as rough, smooth, hard, etc., and their influence on paper cutting. 2, paper-cutting art knowledge: understand the source, type and pattern connotation of paper-cutting art, master the methods and skills of paper-cutting.
	process and method	<ol style="list-style-type: none"> 1. Introduce paper-cutting culture: introduce the history, characteristics and value of paper-cutting to students, and arouse students' interest and curiosity. 2. Experience the paper cutting skills: show the paper cutting skills, gradually teach the basic methods and skills of paper cutting, and let students experience by themselves. 3. Create paper-cut works: guide students to design and produce their own paper-cut works, and encourage them to give full play to their creativity. 4. Tell the inheritance value of paper-cut art: by telling the stories and works of paper-cut artists, convey the importance of the inheritance and protection of paper-cut culture. 5. Emphasize the contemporary value of paper-cutting: discuss the application and development of paper-cutting art in contemporary society, and stimulate students' interest in and understanding of paper-cutting.
	Emotional attitudes and values	<ol style="list-style-type: none"> 1. Cultivate the spirit of knowledge and exploration: through the historical and technical details of paper-cut art, cultivate students' interest in traditional culture and the spirit of exploration. 2. Inheriting excellent culture: guide students to appreciate excellent paper-cut works, experience the charm and value of traditional culture, and cultivate a sense of responsibility for cultural inheritance. 3, cultivate aesthetic taste: through the appreciation and creation of paper-cut art, cultivate students' aesthetic interest and artistic cultivation. 4. Cultivate cultural confidence: take the paper-cutting art as a part of the excellent traditional Chinese culture to cultivate students' cultural confidence and national pride.

Through such a design, students can not only understand the basic knowledge and skills of paper-cutting, but also can deeply feel the charm of paper-cutting art through practical operation and experience, and cultivate their aesthetic interest and creativity. At the same time, it emphasizes the inheritance and contemporary value of paper-cut art, which helps to guide students to pay attention to and understand the traditional culture, and integrate it into the contemporary social life. This course design helps to cultivate students' comprehensive literacy and enhance their cultural confidence and innovation ability.

4.2. Optimize the Environment of Integrating Intangible Cultural Heritage into Aesthetic Education in Colleges and Universities

Enhancing the environment for intangible cultural heritage within academic settings is pivotal. Here are tailored strategies to facilitate this:

Cultivating a Cultural Ambience: To assimilate intangible cultural heritage into university life, it is beneficial to organize cultural events, exhibitions, and performances. This not only enriches the campus atmosphere but also embeds this heritage into everyday student experiences.

Fostering Resource Integration and Accessibility: By amalgamating intangible cultural heritage resources both internally and externally, universities can set up a shared resource platform. This initiative would enhance students' access to these resources, enabling deeper study, research, and hands-on practice.

Developing Cultural Landscapes on Campus: Utilizing university spaces to establish dedicated areas for the display of intangible cultural heritage, such as galleries and workshops for traditional arts, can significantly strengthen the cultural environment on campus.

Collaborating with External Partners: Forming partnerships with diverse sectors of society can enrich the support for preserving and transmitting intangible cultural heritage. Such collaborations extend practical learning opportunities to students, broadening their exposure and engagement with the heritage.

Implementing these strategies effectively integrates intangible cultural heritage into the aesthetic education landscape of universities, thereby enhancing educational quality and fostering comprehensive student development.

4.3. Create a Teacher Team That Integrates the Intangible Cultural Heritage into the Aesthetic Education in Colleges and Universities

Integrating intangible cultural heritage into the aesthetic education of colleges and universities is a multifaceted strategy that enhances cultural preservation and educational richness. To achieve this, educators receive specialized training in the protection and pedagogical approaches of intangible cultural heritage, enhancing their understanding and ability to teach these traditions effectively. Additionally, experienced inheritors and scholars share their insights, fostering innovation and deeper integration into educational programs. Teachers are encouraged to employ innovative teaching methods like project-based and experiential learning to foster greater student engagement and deeper understanding of cultural heritage. Interdisciplinary

collaboration among faculty members is promoted to enrich cross-disciplinary learning, supported by regular exchanges and discussions that strengthen a community of practice. The provision of resources, including academic materials and teaching tools, along with a system for evaluating and rewarding effective teaching, supports educators in these endeavors. By adopting these approaches, a team of educators skilled in blending cultural heritage with aesthetic education is developed, ensuring the sustained transmission and evolution of intangible cultural heritage in higher education.

5. Conclusion

From the perspective of experiential education, integrating intangible cultural heritage into college aesthetic education is a crucial task that demands continuous effort. By deeply exploring the connotations of intangible cultural heritage and its educational functions, we can effectively guide students to develop correct cultural values, cultivate their aesthetic sensibilities, and build cultural confidence. However, the current challenges include limited awareness of intangible cultural heritage education, the disconnection of traditional music and fine arts from students' interests and real lives, and a lack of recognition for folk literature and traditional drama.

To better integrate intangible cultural heritage, we need to adhere to several fundamental principles, such as the unity of dominance and subjectivity, the unity of nationality and the world, the balance of unity and diversity, and the harmony between historical inheritance and contemporary innovation. These principles will help to establish a more comprehensive and cohesive aesthetic education system.

In practice, we need to innovate our approach, including training teachers to incorporate intangible cultural heritage into college aesthetic education and developing creative strategies for its integration. By doing so, we can achieve the organic integration of intangible cultural heritage with aesthetic education in colleges and universities, providing students with richer and more profound cultural experiences.

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