Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 1, No. 2, 2022

On The Inheritance Of "Intangible Cultural Heritage" In The Teaching Practice Of College Graduation Design From The Perspective Of "Internet +"

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Abstract: The purpose of this paper is to advocate the cultivation of students' inheritance, innovation and practical ability of "intangible cultural heritage" from the perspective of "Internet +", explore the inheritance path of "intangible cultural heritage" in the graduation design teaching of college art and design majors, and seek the breakthrough point and convergence point of "intangible cultural heritage" inheritance and design innovation. Based on the specialty characteristics and through the integration of local "intangible cultural heritage" resources, a set of practical teaching mode of graduation design conforming to the characteristics of "intangible cultural heritage" has been formed.

Keywords: Internet Plus; Graduation design; Intangible cultural heritage; Inheritance; Practice of teaching.

1. Introduction

For those majors of art design, graduation design is a process in which students systematically and comprehensively apply, summarize and deepen the knowledge and skills they have learned in the past four years, and it is also an important practical link in cultivating students' design ability and innovation ability. In this process, students majoring in art and design try to use modern characteristics of the "Internet +" era combined with traditional "intangible cultural heritage" regional multi-culture and traditional folk skills to carry out graduation projects, so as to reflect the times of the inheritance of intangible cultural heritage with different forms of design works. On the one hand, this practice plays a greater role in promoting the innovative practice teaching of graduation design of art design major in common colleges and universities. At the same time, such practices also have an important practical significance on the protection and inheritance of intangible cultural heritage.

2. Inheritance of the "Intangible Cultural Heritage" coinciding with the teaching practice of the graduation design

As the common precious wealth of all mankind, intangible cultural heritage (hereinafter referred to as "intangible cultural heritage") records the important information of human society, customs, cultural concepts, etc., and contains the spirit, value, emotion and other factors of all ethnic groups in the world. However, a series of various factors have made many traditional cultures gradually forgotten by people, and even disappeared. As an important part of China's outstanding traditional culture, intangible cultural heritage should not only be protected in a rescue manner, but also actively implement the initiative of "creative transformation and innovative development" put forward by General Secretary Xi. In addition, we should update the digital communication expression form of "intangible cultural heritage" inheritance with The Times, and use digital technology and discourse system to re-interpret and release it. We should also endow "intangible cultural heritage" art with new era connotation, innovate design to make it related to modern life, generate sustainable development and inheritance.

With the deepening of the protection of intangible cultural heritage and the development of the national creative culture industry, China's colleges and universities have also witnessed the reform of graduation design teaching for art design majors. Graduation design has been paid more and more attention to the improvement of teaching quality and the cultivation of students' comprehensive quality, practical ability and innovative ability. In order to find a breakthrough, point by combining design with service for local social development, it is necessary to form a set of effective talent training mode combined with local culture. With the characteristics of non-replicability, uniqueness and scarcity, "intangible cultural heritage" resources reflect the difference between cultures to the greatest extent, and bear huge potential of social and economic value. The cultural inheritance of "intangible cultural heritage" should not only be reflected in the project protection within the system, but also should be sustainable explored in an open social ecology, so as to promote the mutual promotion and development of local college education and intangible cultural heritage. It is time for colleges and universities all over the world to introduce rich "intangible cultural heritage" art resources into the teaching methods of graduation design and other courses by virtue of their geographical advantages and combined with the communication technology of the "Internet +" era, and explore the cultivation mode of art design talents that fit the development of non-genetic inheritance. Such practical exploration provides a theoretical and practical basis for the integrated development of Chinese "intangible cultural heritage" protection in the field of art design education in the era of "Internet Plus".

3. The Importance of Graduation Design Teaching Practice in Colleges and Universities ‘Guided by the Inheritance of Intangible Cultural Heritage

At the 32nd session of UNESCO, the Convention on the Protection of Intangible Cultural Heritage was adopted, which proposed that "the educational inheritance of intangible cultural heritage, especially the educational inheritance of heritage sites, is an extremely important way to protect and pass on the intangible cultural heritage." In the process of protecting intangible cultural heritage, some countries, such as Japan and South Korea, attach great importance to the role of education. Driven by the role of education, the whole people participate in the protection of cultural heritage activities, and these cultural heritages enhance the sense of national identity, national confidence and national cohesion. At the same time, they protect and develop cultural heritages, and realize the various values of cultural heritages. The experience of these countries is instructive to the practice of our country. Universities have introduced some intangible cultural heritage projects to enable universities to shoulder the heavy responsibility of inheriting and protecting intangible cultural heritage, which has become a new way to explore the inheritance and protection of intangible cultural heritage.

The graduation design practice teaching of art design major in colleges and universities, with the theme of inheriting "intangible cultural heritage", consciously and purposefully trains students to extract "intangible cultural heritage" resources of folk arts and crafts. Based on the design direction of "intangible cultural heritage", the graduation design combines the media and communication form of "Internet +", connects cultural inheritance with market economy, helps students extract the modeling, patterns, culture and art in the "intangible cultural heritage" culture, and flexibly applies it to the graduation design project. In this way, intangible cultural resources can be cleverly grafted with the times, so that the intangible cultural heritage of handicraft skills can be better protected and passed on among the young generation. Therefore, the graduation design of art design major in colleges and universities is in line with the needs of the contemporary era for the construction and improvement of the "intangible cultural heritage" inheritance practice curriculum. It is necessary to integrate intangible cultural heritage resources into the graduation design, so as to form a set of practical teaching and exploration in accordance with local culture or regional characteristics of graduation design, which will help promote the vigorous development of our cultural creative industry and create greater social value.

4. Exploring the Inheritance Path of Intangible Cultural Heritage in College Graduation Design Teaching Practice from the Perspective of "Internet plus"

In the teaching practice of college graduation design, relevant teachers and students can try and explore from teaching content to teaching form. They can also learn the advanced teaching concepts and operating modes of intangible cultural heritage at home and abroad, and begin to protect and inherit the "intangible cultural heritage" art from the perspective of "Internet +" design and innovation. Through the teaching reform of graduation design, students can improve their understanding, perception and innovative practice of traditional culture.

4.1. Integrating the "Internet +" communication into the "intangible cultural heritage" teaching content of graduation design

The inheritance and innovation of intangible cultural heritage should be combined with science and culture, technology and art. Through the combination of information technology, digital technology and art means, we will train the inheritors and innovators of "intangible cultural heritage" culture, and give play to the basic, service and promotion role of higher education in the inheritance and innovation of "intangible cultural heritage" culture. By taking many measures, we can maximize the protection and development, inheritance and innovation of "intangible cultural heritage" culture.

In order to promote the inheritance and protection of intangible cultural heritage, college art design majors should do a good job in the training of creative industry talents, so the teaching reform of graduation design courses based on teaching practice has obvious advantages. Colleges and universities should, in combination with their own environment and according to the unique advantages of teaching, build the teaching practice of graduation design with regional cultural characteristics. The "intangible cultural heritage" resources of folk arts and crafts should be deeply explored and their artistic value should be studied, to find the blend point with art teaching, to deeply explore the local intangible cultural heritage, to do a good job in teaching actual investigation, to find the unique "intangible cultural heritage" cultural characteristics of the region, and to select the direction of graduation design topic selection with "intangible cultural heritage" inheritance, so as to further improve the effect of graduation design teaching practice. Students are expected to improve the practicability of inheritance and innovation of graduation projects based on field visits, learning "intangible cultural heritage" skills, designing design works with regional cultural characteristics and other learning forms. Teaching institutions can also combine the communication form of "Internet plus" to deeply explore the cultural value, aesthetic value, emotional value, modern art value of folk arts and crafts "intangible heritage" resources, so as to improve students' creativity and thinking ability. The cultural resource elements contained in the rich and unique "intangible cultural heritage" can be innovated into the design, providing a basis for the practical teaching of the graduation design "intangible cultural heritage".

4.2. Exploring "intangible cultural heritage" inheritance thinking under the background of "Internet +" to enrich graduation teaching methods

The focus of the dissemination and innovative development of "intangible cultural heritage" is to make use of new technology to innovate in thinking and aesthetics. The involvement of digital communication is not only a change in information communication, but also an opportunity and innovation in thinking in the field of "intangible cultural heritage" art innovation and design. Only by constantly

acquiring new growth points on the cultural level and constantly seeking factors to activate its development, can "intangible cultural heritage" art get its due development space and value. Today, the interactive and diversified digital communication environment not only reshapes the original cultural connotation of the intangible cultural heritage "living cultural memory", but also gives the possibility of the development of the "intangible cultural heritage" art renewable resources. The linear, interactive and virtual reality characteristics of digital art provide a wider space for the cultural innovation and inheritance of the ancient "intangible cultural heritage".

In the context of the "Internet +" era, profound changes have taken place in the subject, channel and audience of the dissemination of "intangible cultural heritage". There are many manifestations of these changes, firstly, the expansion of the dissemination subject, secondly, the diversification and digitalization of the dissemination channels. With the deepening of people's understanding of the importance of intangible cultural heritage and the rapid development of digital technology, intangible cultural heritage communication channels are increasingly diversified and digital. Diversification is mainly reflected in intangible cultural heritage spread through new media, short video, live broadcast and other new channels. At the same time, the emergence of AR and other emerging technologies has greatly enriched the display techniques and communication methods of "intangible cultural heritage" art. In order to ensure the vitality of intangible cultural heritage and the "ultimate goal" of natural inheritance, the inheritance of intangible cultural heritage requires not only the protection of traditional skills, but also the broadening of communication channels. Therefore, in the era of "Internet Plus", it is necessary for the cultural innovation, development and inheritance of "intangible cultural heritage" art to exist. It is time to find the blending point of intangible cultural heritage and art teaching through in-depth exploration of the connotation of intangible cultural heritage, so as to better carry out the inheritance work of intangible cultural heritage. In teaching methods, teachers should improve the original teaching methods. Teachers should break the previous model of "classroom teaching + guidance", and transform the flat teaching form that pays attention to artistic expression into the three-dimensional teaching form that pays attention to practice. The integration of the concept of intangible cultural heritage can improve students' creativity and thinking ability. In addition, we can combine the local "intangible cultural heritage" characteristic language creativity with the "Internet plus" communication form, so that students can have a better era resonance for the "intangible cultural heritage" culture, and bring more diversified design inspiration and ideas.

4.3. Developing a social service model for inheriting intangible cultural heritage in the era of "Internet Plus"

In the era of "Internet plus", the high development of industrial civilization has greatly accelerated the process of social modernization. Gradually, the intangible cultural heritage gradually lost its living environment. In the meantime, with the acceleration of technological iteration of digitalization, the spread of digitalization has brought infinite possibilities for the inheritance of traditional "intangible cultural heritage". "Intangible cultural heritage" embodies the products of predecessors' civilization and wisdom, which need to be inherited and innovated by universities, an important platform for cultural output. The teaching reform of graduation design should be experimental and innovative, so as to improve the enthusiasm of students to participate in the protection and inheritance of intangible cultural heritage, expand the exchanges and cooperation between colleges and universities and between schools and enterprises, and explore various ways of cooperation with local intangible cultural heritage protection institutions. In this way, the school, the students, the local formed a good channel of communication, constantly carrying out the teaching design. In this process of communication, students can understand the importance of intangible cultural heritage, strengthen their emphasis on culture, and do a good job in cultural inheritance and innovation.

In view of the fact that the teaching of graduation design for art design majors in colleges and universities adheres to the combination of design and serving local social development, aiming at serving local economy and local culture, and practicing the service value of design, the teaching reform of graduation design is also continuing this purpose for in-depth research. The development of the graduation design "Intangible Cultural Heritage" practice course can enable college students to design plans in a real environment. From social research, project design, product research and development, workshop experience and other practical links, we can explore the new way of living of traditional resources in modern society, so that they can better adapt to the times and effectively serve the public.

5. Conclusion

Colleges and universities, as an important place to cultivate professional-oriented and social practical talents, are suitable places for local non-genetic inheritance, especially the practical characteristics of graduation design teaching for art and design majors, so that the inheritance and innovation of intangible cultural heritage can be implemented. Through the in-depth exploration and research of the value of regional cultural design, the effectiveness of teaching management and the high-quality play of the multi-dimension of curriculum design are helpful to further build the interaction and communication between schools and local areas, actively integrate into the service of local economic, cultural and social development, and have significant significance for the exploration of teaching reform and the protection of regional cultural elements of graduation design.

Acknowledgements

This paper is the phased research result of the 2020 Teaching reform research project of colleges and universities in Jiangxi Province, "Teaching and Practice Research of Graduation Design with" Intangible Cultural Heritage "as the core from the perspective of" Internet plus ". (Project No. JXJG-20-11-11)

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