

Integration of Intangible Cultural Heritage Protection and General Education Curriculum Reform in Fujian Province

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ABSTRACT

China's exceptional traditional culture heavily relies on intangible cultural heritage for preservation and transmission. Augmenting the allocation of resources towards the education and instruction of intangible cultural heritage in higher education institutions can bolster college students' awareness of cultural principles and facilitate the preservation and advancement of intangible cultural heritage. Simultaneously, it has the potential to ignite university students' passion, build and shape a novel framework for education and teaching methods that preserve intangible cultural assets, and enhance the acknowledgement of college students' cultural values. This study's primary goal is to explore how higher education institutions incorporate the intangible cultural heritage of Fujian Province into their comprehensive educational curriculum. This study examines the present state of intangible cultural heritage education at colleges and universities in Fujian by conducting a literature analysis and survey research. It also explores the significance of incorporating intangible cultural heritage into general education courses. Next, propose the integration plan, which includes the development of relevant courses and teacher training, among other measures. This study aims to offer valuable insights and recommendations for colleges and universities in Fujian Province about the integration of intangible cultural heritage into general education curricula.

Keywords: *Intangible cultural heritage, Fujian Province, general education, curriculum reform, integration*

INTRODUCTION

Humanity cherishes its intangible cultural heritage, passing it down through generations as a testament to millennia of artistic creativity and cultural expression. This heritage, encompassing diverse traditions and practices, serves as a profound manifestation of human ideas and attitudes, deeply intertwined with the fabric of society and history. Recognizing its immense value, nations worldwide have intensified efforts to safeguard their intangible cultural legacy, seeing it not only as an extension of global cultural heritage preservation but also as crucial for national identity and socioeconomic progress. However, the preservation of intangible cultural heritage faces numerous challenges, including a decline in inheritors and market audiences. Consequently, the imperative to protect and transmit this heritage becomes paramount, particularly for those elements teetering on the edge of extinction. In this pursuit,

colleges and universities emerge as pivotal players, possessing the resources and expertise to integrate intangible cultural heritage into their educational frameworks effectively. By leveraging their academic prowess and innovation platforms, these institutions can cultivate a deeper understanding of intangible cultural heritage among students and foster its preservation and development. This integration not only enriches general education but also ensures the continuity of invaluable cultural traditions for future generations. Therefore, it is imperative to enhance the organic unity of protection and inheritance by promoting traditional and modern inheritance methods within higher education institutions. In Fujian Province, specifically, initiatives aimed at incorporating intangible cultural heritage into general education curricula can address existing deficiencies, ensuring the holistic integration of this heritage into the educational fabric of the region's universities.

In the 1950s, the international community began recognizing the importance of safeguarding intangible cultural property, leading to UNESCO's establishment of the Convention for the Protection of World Cultural and Natural Assets in 1954. This convention marked the inception of global efforts to protect cultural assets, including intangible forms like oral tradition and performing arts. Over time, UNESCO's focus on safeguarding intangible cultural resources intensified, culminating in the adoption of the "Convention on the Protection of Intangible Cultural Heritage" in 2003. This convention not only officially recognized the notion of "intangible cultural heritage" but also established the Committee for the Protection of Intangible Cultural Heritage, tasked with overseeing and assessing the execution of protective measures worldwide.

Furthermore, scholarly endeavors have delved into the transmission of intangible cultural resources, exploring various models of protection and inheritance. A lot of work has been done to protect and pass on these important cultural assets, from new protection models suggested by researchers like Zheng Jiawen and Cao Xinming to studies on how to include intangible cultural heritage in higher education institutions by researchers like Li Zhenqi and Bi Hongwei. The research not only highlights the significance of incorporating intangible cultural heritage into educational frameworks but also underscores the role of universities and colleges in fostering awareness and understanding of these heritage elements among students. By bridging the gap between safeguarding intangible cultural heritage and higher education, these studies offer valuable insights and practical approaches to enriching educational endeavors and preserving cultural heritage for future generations.

METHODOLOGY

This study employs a mixed-methods approach, combining quantitative and qualitative research methodologies, to investigate the integration of intangible cultural heritage protection and general education within universities in Fujian Province. Quantitative research will involve the distribution of questionnaires, while qualitative research will utilize interviews and focus group discussions. The research will encompass various universities in Fujian Province, engaging students, teachers, and administrators to gain a comprehensive understanding of the

integration process. A stratified random sampling method will ensure that the sample is representative and diverse, drawing from different colleges within the province.

To enhance the reliability and effectiveness of the research tools, the questionnaire survey will undergo review and discussion by the teaching and research section director and general education teachers. Data collection will occur in two phases, with the questionnaire survey administered either online or in paper format during the first phase, followed by interviews and focus group discussions in the second phase. Statistical analysis will be conducted, including descriptive statistics and content analysis of qualitative data to interpret the findings. This study aims to provide insights into the integration of intangible cultural heritage protection and general education at Fujian University, offering guidance for future research and practice in this domain. The questionnaire covers a variety of topics, including participation in intangible cultural heritage activities, perceptions of the value of intangible cultural heritage education, and suggestions for enhancing intangible cultural heritage education activities within Fujian colleges and universities. Through voluntary participation and informed consent, data analysis will yield descriptive statistics to inform the study's conclusions.

RESULTS AND DISCUSSION

The integration of intangible cultural heritage into Chinese colleges and universities began with the inaugural congress in 2002, advocating for its inclusion as an academic subject within higher education. Subsequent initiatives, such as the introduction of the course "Preserving World Cultural and Natural Heritage" and the implementation of Article 34 of the "Intangible Cultural Heritage Law of the People's Republic of China," underscored the educational sector's responsibility in preserving cultural heritage. Despite nationwide recognition and efforts to promote intangible cultural heritage, college students' understanding and appreciation remain relatively low, with historical, cultural, and economic values receiving the most recognition. However, there's a lack of awareness regarding its social harmony value. Fujian Province, boasting a rich array of intangible cultural heritage, has made strides in promoting its protection and inheritance, yet traditional methods have yielded limited results. To assess the current status and recognition level of intangible cultural heritage among college students in Xiamen City, Fujian Province, a questionnaire survey involving 100 participants was conducted, highlighting the need for further education and awareness initiatives.

Question	Yes	No
Have you ever participated in activities related to intangible cultural heritage? If so, please list the specific projects or activities that you have learned about.	31.8%	68.2%

Are you willing to participate in activities related to intangible cultural heritage?	84.7%	15.3%
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The effective integration of intangible cultural heritage into college education hinges on merging its content seamlessly within the curriculum. This integration can occur either through incorporating theoretical knowledge of intangible cultural heritage into general education courses or by intertwining practical activities with both intangible cultural heritage and general education. However, survey results show that college students' awareness of intangible cultural heritage is still inadequate, with only 31.8% reporting a basic understanding from various sources like museum visits and expert lectures. Furthermore, few students reported schools frequently organizing activities related to intangible cultural heritage, revealing a gap in dissemination. Nevertheless, a significant 84.7% of students expressed willingness to participate in such activities if given the opportunity, indicating a high level of enthusiasm for contributing to the protection and inheritance of intangible cultural heritage, and 15.3% answered no. Despite this enthusiasm, interviews with teachers revealed a lack of attention to integrating intangible cultural heritage content into ideological and political education, highlighting the need for colleges and universities to establish a new educational paradigm for the protection and inheritance of intangible cultural heritage. Overall, there appears to be a significant gap in applying intangible cultural heritage knowledge within general education in colleges and universities, underscoring the importance of enhancing integration efforts to promote its preservation and development effectively.

Teachers lack sufficient awareness of the educational value of intangible cultural heritage

Teachers' understanding of the value of intangible cultural heritage, while recognizing historical, cultural, aesthetic, educational, and economic values, tends to overlook spiritual and social harmony values, demonstrating a lack of comprehensive comprehension. Despite acknowledging its educational value, incorporating intangible cultural heritage into general education in colleges and universities faces challenges due to the need for innovative teaching approaches and the distant nature of ancient culture for students. In Fujian Province, educators' limited familiarity with local intangible cultural heritage items and their pedagogical significance hinders effective integration into general education, highlighting the necessity of leveraging local resources for educational advancement.

Teachers have an insufficient grasp of the method of integrating Intangible cultural heritage into general education

Most colleges and universities lack dedicated training and specialized teams for intangible cultural heritage, with a minimal number of teachers having a profound understanding or involvement in related projects during their teaching careers, highlighting a general reluctance to integrate intangible cultural heritage into classrooms despite acknowledging its cultural and

educational value, revealing a gap in awareness, training, and academic research among educators regarding the significance and incorporation of intangible cultural heritage into general education.

Teachers and students have limited ability and means to obtain educational resources from intangible cultural heritage

College students primarily access intangible cultural heritage education resources through school libraries, campus webpages, organized club activities, social practice initiatives, and government department publicity, with limited exposure in classroom discussions or among peers and a minimal presence of students who are heritage inheritors, leading to a lack of conducive external conditions for resource acquisition. Libraries have collections of intangible cultural heritage, but these resources are often indirect, out-of-date, and may not reflect real life. This problem is made worse by the fact that students aren't very good at or interested in collecting, organizing, and analyzing materials, which limits their ability to get resources. Furthermore, general education teachers, while proficient in their professional abilities, may lack creativity in teaching concepts and methods, potentially overlooking the significance of intangible cultural heritage in education and the exploration of its relationship with general education in universities. The lack of hands-on practice opportunities and the reluctance to invest time and effort in gathering intangible cultural heritage educational resources, coupled with a preference for easily accessible sources like the internet, books, or media, further exacerbate the challenges in obtaining comprehensive resources.

A Few general courses on intangible cultural heritage

The curriculum serves as a primary vehicle for cultural transmission, encapsulating the essence of cultural inheritance and acting as a conduit for individual intelligence development. Curriculum and culture have a symbiotic relationship, where the curriculum shapes the educational landscape and societal norms by both influencing and absorbing the broader cultural context. Prior to the 1980s, Chinese university curricula predominantly centered on major-based structures, with general education courses playing a crucial role in cultural preservation. However, general education courses often make up a small portion of the curriculum, primarily as elective courses rather than compulsory ones, with limited content pertaining to traditional culture. Moreover, the emphasis on foreign language education often overshadows courses focusing on ancient and modern Chinese culture, neglecting the transmission of intangible cultural heritage within university curricula.

Strategies for Intangible Cultural Heritage Integrating into the General Education Curriculum of Colleges and Universities in Fujian Province

Accelerate the establishment of a professional system of intangible cultural heritage courses

The transmission of intangible cultural heritage has become a significant aspect of both domestic and international cultural preservation efforts, including its integration into school education systems across various levels. However, the current educational framework lacks explicit instructional materials and a well-structured system tailored specifically to intangible cultural heritage. Nonetheless, there is growing interest in employing school education for transmitting intangible cultural assets, leading to scholarly discussions on its importance, status, and implementation techniques. Elementary and secondary schools are increasingly incorporating intangible cultural heritage into their teaching methods, such as developing local textbooks and enhancing classroom activities. To effectively transmit intangible cultural heritage through school education, it is essential to utilize local cultural resources and employ effective pedagogical approaches. Further research is needed to explore implementation methods, including the feasibility of establishing intangible cultural heritage majors in colleges and universities and integrating heritage transmission into basic and vocational education. By diversifying pedagogical strategies, educational institutions can contribute to the preservation and advancement of intangible cultural heritage.

Improving the curriculum setting and incorporating relevant knowledge of intangible cultural heritage

Integrating intangible cultural heritage into the curriculum of colleges and universities is crucial for its preservation and transmission, leveraging the unparalleled educational resources available in these institutions. By incorporating intangible cultural heritage projects into the curriculum, schools can seamlessly connect heritage inheritance with teaching practices, fostering a deeper understanding among students and contributing positively to its preservation. Firstly, educational objectives should be aligned with the preservation of traditional culture, integrating intangible cultural heritage elements into various courses such as college Chinese, national history, and natural sciences, thereby enriching students' cultural knowledge and fostering a deeper appreciation for Chinese civilization. Secondly, adjustments should be made to the structure and types of courses to increase the proportion of subjects related to intangible cultural heritage, offering compulsory courses in Chinese language and national history with dedicated class hours for intangible cultural heritage content. Moreover, practical applications of intangible cultural heritage resources should be emphasized, utilizing various teaching methods and multimedia tools to engage students actively in learning and promote a deeper understanding of traditional culture. Through these strategies, colleges and universities can play a significant role in preserving and transmitting intangible cultural heritage, enriching students' educational experiences, and nurturing a stronger sense of cultural identity.

Strengthening the team-building of intangible cultural heritage in universities

Improve the knowledge literacy of our own teacher team on intangible cultural heritage. Because intangible cultural heritage involves anthropology, folklore studies, cultural heritage protection, and other disciplines, teachers can take relevant courses, read professional books and journals, and fully understand the theoretical framework and knowledge related to intangible cultural heritage. They can also participate in various cultural heritage institutions and regularly hold training courses and seminars on Intangible cultural heritage. By actively participating in these activities, we aim to understand the latest research achievements and protection methods.

At the same time, universities can introduce or hire inheritors as visiting professors to regularly give lectures. In the protection of intangible cultural heritage, due to the gradual disappearance of its own survival soil and the difficulty of economic benefits, the protection of some intangible cultural heritage is facing the dilemma of a lack of successors. In order to solve this problem and accelerate the protection of Intangible cultural heritage, some regions have begun to explore ways of inheriting intangible cultural heritage on campus through intangible cultural heritage inheritors who enter the campus, enter the classroom, approach students, and explore ways of inheriting intangible cultural heritage on campus. On the one hand, the inheritors can find potential recipients for the inheritance of intangible cultural heritage; on the other hand, they can also integrate new teaching resources into school education so that intangible cultural heritage can be inherited through school education. For example, the Design Institute of Yunnan Arts University has been collecting, sorting out, and studying the rich and colorful ethnic and folk cultural resource management in Yunnan for a long time, transforming them into the art education resources of the Institute, and actively carrying out a series of ethnic and folk characteristic crafts and inheritors' entry into the teaching classroom activities, especially in the current process of protecting intangible cultural heritage, actively taking the form of inheritors' entry into the campus and classroom. Promote the living protection and dynamic inheritance of intangible cultural heritage in Yunnan through school education. Inheritors entering the campus can provide teachers and students with zero-distance contact with some intangible cultural heritage and personally experience the unique charm of intangible cultural heritage, which not only enriches students' learning lives, but also promotes the transmission and inheritance of intangible cultural heritage to a certain extent. In the process of inheritors entering the campus to inherit intangible cultural heritage, we should normalize and standardize the entry of inheritors into the campus. In the process of practice, we should gradually improve measures, establish scientific mechanisms, and further deepen and improve the inheritance strength and effect of inheritors entering the campus to inherit intangible cultural heritage.

CONCLUSIONS

Protecting and inheriting intangible cultural heritage is an unshirkable responsibility and obligation of colleges and universities in the process of inheriting Chinese traditional culture. The advantage of colleges and universities in protecting and inheriting intangible cultural

heritage is to use their own research foundation, teaching conditions, equipment, and facilities to integrate it into education and teaching and to protect and inherit intangible cultural heritage through classroom teaching and practical activities. This is not only permission for the long-neglected folk cultural resource management to access mainstream education, the recognition and respect for the national wisdom and living culture, but also the integration process of the national cultural education to continue the memory of the ancient life of the nation, carry forward the national spirit, and enhance the national cohesion. It is also the inevitable choice to carry forward the traditional excellent culture and continue the national context.

At the same time, intangible cultural heritage is also helpful to better realize the educational goal of liberal education in colleges and universities, regard students as complete people, pay close attention to the growth and development of each college student, meet the needs of college students in all aspects, and cultivate various abilities. Intangible cultural heritage just has very rich cultural resource management, which can be close to the actual lives and interests of college students and is conducive to promoting the free development of college students' personalities. The school highlights the dominant position of students through rich educational methods and means, creates more experiential teaching situations for education and teaching, optimizes the teaching situation, enhances the educational effect, and improves students' quality in activities. Through the study of intangible cultural heritage courses, students have learned the most authentic folk culture and have systematically and scientifically spread intangible cultural heritage. This has played a critical role in protecting intangible cultural heritage.

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