

Research on the Educational Value of Integrating Local Intangible Cultural Heritage into Campus Culture

Taking Sichuan Minzu College as an Example

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ABSTRACT

Local intangible cultural heritage has strong regional ethnic characteristics and contains profound educational heritage. Introducing local intangible cultural heritage into campuses and improving the quality of campus cultural education in universities can have a subtle and silent educational effect, allowing college students to constantly strengthen their cultural confidence in learning and activities, consciously promote national spirit, and cultivate their aesthetic literacy in daily life. It is an effective way to enhance moral realm and personality cultivation, cultivate college students' conscious enhancement of cultural confidence and national spirit, and also an effective way to inherit and spread excellent traditional Chinese culture. However, in reality, most people do not have a deep understanding of the educational value of local intangible cultural heritage in campus culture, and there is a lack of teachers related to intangible cultural heritage. How to demonstrate the educational value of integrating intangible cultural heritage into campus culture is an urgent problem that colleges and universities need to solve. The article analyzes the significance, current situation, and existing problems of the value of local intangible cultural heritage in campus culture education. It is believed that the primary task is to build a platform for effective communication and exchange, ideological collision, and academic research among different levels of groups such as inheritors, teachers, and students, so that all groups can work together to enhance their understanding of the value of intangible cultural heritage education; it is also necessary to strengthen team building and teacher training, while increasing the integration of local intangible cultural heritage elements into teaching materials, create a brand of intangible cultural heritage education with local characteristics, and qualitatively improve campus cultural education work, thereby promoting the creative transformation and innovative development of excellent traditional Chinese culture, and achieving the goal of educating talents for the party and the country.

Keywords: *Local intangible cultural heritage, Cultural education, Value.*

1. INTRODUCTION

The excellent traditional Chinese culture is the wisdom accumulation of the Chinese nation for five thousand years, containing profound philosophical and educational values. It is an inexhaustible treasure and living source of educational resources. The report of the 19th National Congress of the Communist Party of China pointed out that "cultural confidence is a more fundamental, profound, and lasting force in the development of a country and a nation... To promote the creative

transformation and innovative development of excellent traditional Chinese culture", [1] and pointed out the importance of culture for the country and the nation. In 2017, the government issued the "Opinions on Implementing the Inheritance and Development Project of Chinese Excellent Traditional Culture", proposing that by 2025, China should basically form a system for the inheritance and development of Chinese excellent traditional culture, focusing on the fundamental task of cultivating morality and talents, and

integrating Chinese excellent traditional culture throughout national education.[2]

In the context of the development of the new era, attention should be paid on integrating the spirit of intangible cultural heritage into the campus, cultivating more high-quality talents with its connotation, enhancing the young generation's rational understanding of traditional culture, giving full play to the important role of traditional cultural spirit and cultural education, and promoting the better inheritance and development of excellent traditional culture in college education.[3]

2. INTRODUCTION TO INTANGIBLE CULTURAL HERITAGE

Intangible cultural heritage, is defined by UNESCO as "various forms of traditional cultural expression, as well as related objects and places, which are regarded as part of the cultural heritage by various community groups or individuals". Cultural heritage is an important symbol of the historical and cultural achievements of a country and a nation, and intangible cultural heritage is an important component of excellent traditional culture, with significant regional and ethnic characteristics. In a sense, it is a reflection of the survival and reproduction of all ethnic groups in the long history. It is continued through human media, mainly through the chain of inheritance passed down from person to person, condensing the wisdom of ancestors. It is a "living" manifestation of national personality and aesthetic habits, a testimony to historical development, and a precious and valuable cultural resource. The basic value of intangible cultural heritage is the value that exists and plays a role in every historical period, region, and ethnic group, including the historical value, cultural value, spiritual value, scientific value, social harmony value, and aesthetic value of intangible cultural heritage. [4]

3. OVERVIEW OF INTEGRATING LOCAL INTANGIBLE CULTURAL HERITAGE INTO CAMPUS

The uniqueness of local intangible cultural heritage and the inheritance and innovation of regional traditional culture are inevitable requirements for cultural education in colleges and universities, and are important contents of campus cultural construction in colleges and universities. Xi Jinping emphasized "the widespread creation of

civilized campuses and the promotion of diverse, healthy, and elegant campus cultural activities". [5] Sichuan Minzu College is an undergraduate school located in Ganzi Prefecture, located in the cultural belt of the "Tibetan Yi Corridor". It is the second largest Tibetan region in China, with a unique geographical location and has been a must-have place for military families since ancient times. For thousands of years, numerous tribal alliances such as Tubo, Dongnu, Jialiang, White Wolf, Yak and Qiang have migrated and multiplied here, forming rich cultural heritage resources with strong ethnic characteristics. There are cultures such as Tubo, Di (Jiarong), Dangxiang (Muya), Mongolia, and the style of Zhongyuan Qin and Jin cultures, forming diverse and diverse cultural belts. Four intangible cultural heritage projects, including "Gesar" and "Tibetan Opera", have been included in the UNESCO Intangible cultural heritage list, and 24 national Intangible cultural heritage representative projects, including Guozhuang Dance. The number of world-class and national intangible cultural heritage projects is the first in the province, involving folk literature, folk medicine, traditional dance, traditional art, traditional skills, etc. In recent years, Sichuan Minzu College has focused on the construction of local intangible cultural heritage in campus culture and established a provincial-level key ethnic cultural research center. The school has held large-scale intangible cultural heritage campus special exhibition activities; The school has also established a school local cooperation platform (the Academy of Fine Arts has signed a school-enterprise cooperation agreement with Langkajie Tangka Culture Co., Ltd.), and has made positive attempts to incorporate local intangible cultural heritage into campus cultural education.

4. THE POSITIVE ROLE OF INTEGRATING INTANGIBLE CULTURAL HERITAGE IN CAMPUS

Culture, with the meaning of education and civilization, not only embodies the cultivation of etiquette and civilization, but also includes the inheritance and promotion of national spirit. Marx, Engels, and others believed that once culture is mastered, it will have a significant impact on the spiritual world. Since ancient times, China has attached great importance to cultural education work. Throughout Xi Jinping's important discourse on "cultural education", culture, as a resource, carries out education work, and its spiritual culture

is of utmost importance. From national will to moral education, to new generations, from cultural education to cultural confidence, and then to cultural power, it runs through the process of creative inheritance and innovative development of China's excellent and traditional culture. It is a process that continues the fine tradition of the Chinese nation for five thousand years, with a long history and great love for silently nurturing all Chinese children.[6] Since the 18th National Congress of the Communist Party of China, cultural education in universities has evolved from meeting the cultural needs of young students to an important component of ideological and political education in colleges and universities, with increasing specialization and scientificity.[7] Intangible cultural heritage, as an important component of excellent traditional culture, contains the cultural genes of the Chinese nation, showcasing the rich experience and wisdom of the Chinese nation's strength, bravery, mutual assistance, simplicity, and harmonious coexistence with nature. More importantly, carrying out intangible cultural heritage education activities in colleges and universities, and exploring the cultural education elements of intangible cultural heritage, such as family feelings, ethics, social harmony, ecosophy, and national spirit, can improve the way of cultural education in colleges and universities, enhance the level of cultural education in colleges and universities, enrich the content of cultural education in colleges and universities, and enhance the effectiveness of cultural education in colleges and universities. The inheritance and innovation of regional traditional culture is an inevitable requirement for cultural education in universities, and is one of the important contents of campus cultural construction in colleges and universities.[8] The inclusion of intangible cultural heritage on campus not only benefits the improvement of educational management in universities, but also promotes the development of cultural education.[9]

4.1 Boosting College Students' In-depth Understanding of Local Intangible Cultural Heritage and Traditional Culture, Further Enhancing Cultural Awareness, and Strengthening Cultural Confidence

With the rapid development of global economic integration and modern information technology, the conflict, collision, and compatibility of diverse cultures between China and the West have become

increasingly significant. For young college students who have not yet fully constructed the correct value system, local intangible cultural heritage and traditional culture will be greatly affected. "Fast culture" is ubiquitous, fragmented and one-sided communication content, and even some erroneous ideological trends such as "neo liberalism" are surging, which has a great impact on the cultural concepts and value orientations of Chinese people, and has a negative impact on the ideological concepts, ideals and beliefs, cultural identity and other aspects of young college students, resulting in deformation or distortion in their words, deeds, attitudes to life, etc., which has increased the difficulty for colleges and universities to shape and cultivate high-quality and qualified successors. At the National Conference on Ideological and Political Work in Higher Education Institutions, General Secretary Xi Jinping pointed out that "ideological and political work in higher education institutions should focus on cultivating morality and talents, and effectively achieve the 'three comprehensive education'. It is necessary to pay more attention to educating and cultivating talents through culture and literature." [10] Putting cultural education in a more prominent position, the essence of cultural education is to educate people through culture and culture, and to enhance the cultural confidence and cohesion of the entire nation by exerting the function of cultural education. Only with cultural confidence can cultural prosperity flourish. The purpose of cultural education is to promote Chinese culture and cultivate reliable builders and successors of socialism.

Intangible cultural heritage is the essence of the ideological understanding accumulated by the people of all ethnic groups in China through long-term social practice and intergenerational inheritance. It embodies the collective will of the Chinese nation and is a highly recognized product of various ethnic cultures, with irreplaceable social functions and cultural significance. The students of Sichuan Minzu College come from different regions within and outside the province, involving 26 ethnic minorities such as Tibetan, Qiang, Yi, and Hui. It can be understood that most college students do not have much or deep understanding of their own ethnic traditional culture. Relatively speaking, college students from ethnic rural areas, influenced by the original field of ethnic traditional culture, have a better understanding and understanding of their own ethnic traditional culture than students living in cities. Some even master some of the skills of their own ethnic intangible cultural heritage

projects. Overall, the understanding of the profound value of traditional ethnic culture among college students needs to be improved.

Sichuan Minzu College has invited experts and scholars to the school to spread and display the "intangible cultural heritage" by carrying out a series of activities of intangible cultural heritage into the campus, telling about the historical and cultural connotation of intangible cultural heritage, and promoting cultural exchange and research. The school has invited inheritors of intangible cultural heritage projects such as "Gesar", "Tibetan Opera", and Guozhuang Dance to go into the campus and classroom to hand in hand teach skills, organized special field research teams of intangible cultural heritage to carry out field surveys in the front line for many times, and promote the participation of teachers and students in practical activities such as field research in depth. By means of lectures, studies, exhibitions, performances, and research, the unique charm and educational value of local intangible cultural heritage are presented in multiple dimensions and levels, highlighting the ideological identity, value consensus, and cultural confidence of the Chinese nation. It is necessary to use intuitive and immersive experiences to touch students' hearts, infiltrate their thoughts, and enable college students to have a systematic and comprehensive understanding of the excellent traditional culture of the nation, gain a deeper understanding of the roots of traditional culture, and guide them to establish an attitude and awareness of respecting traditional culture. Only by understanding, learning, and inheriting the excellent traditional Chinese culture and its cultural and historical background can college students treat other ethnic cultures more correctly, and it is also the foundation and key to enhancing national cultural awareness and confidence.

4.2 Promoting the National Spirit and Enhancing the Cultural Quality of Campus Spirit

The report of the 19th National Congress of the Communist Party of China pointed out that there is a necessity to vigorously carry forward the spirit of the Chinese nation and the Zeitgeist. The excellent traditional Chinese culture, engraved with profound national spirit, is a strong spiritual pillar of socialism with Chinese characteristics. China has a vast territory, with different ethnic groups and regions varying in terms of religion, culture, and life. This makes intangible cultural heritage unique,

regional, and distinct national characteristics. Intangible cultural heritage is an important symbol of national spiritual civilization. [11] It embodies the pursuit of national spirit from generation to generation, and is a continuation of spirit and belief. Integrating Local intangible cultural heritage in the campus can help showcase, learn, and inherit the excellent traditional culture of the Chinese nation on the platform of colleges and universities, and promote and continue the spirit of the Chinese nation among college students. The school has taken the National Culture Research Center as the axis center, and various research institutes, research teams, and secondary colleges as the axis lines to fully utilize the advantages and characteristics of research institutes, secondary colleges, and clubs to carry out targeted academic lectures, performances, competitions, course learning, etc., attracting teachers and students from both inside and outside the school to participate in activities related to intangible cultural heritage. The school has successfully held ten sessions of Kangba Culture Seminars, inviting renowned domestic experts and scholars, as well as experts and scholars from universities both inside and outside the province, and has achieved fruitful research results; The school library now has more than 20,000 copies of "Kangyur", "Tengyur" Tibetan Buddhist canon and various Kangba literature materials printed by Derge Parkhang Woodblock printing. It is the data base for the study of "Kangba Culture", which improves the depth and thickness of the campus spiritual culture, enriches the content of traditional culture education. With the continuous input and output of intangible cultural heritage knowledge, students' identification of national culture is invisibly strengthened, and national pride is stimulated, thus achieving the cultivation of patriotism and national sentiment.

4.3 Enhancing Students' Aesthetic Cultivation and Improving the Aesthetic Education Function of Campus Culture

Intangible cultural heritage is a traditional culture that uses "people" as the medium. It is a reflection of the productivity and social development level of people of all ethnic groups in China over the long historical process, as well as their understanding of the world. It is closely related to people's production and life. Originating from folk life, it is the sublimation and refinement of folk life, meeting the aesthetic spiritual needs of ethnic groups, and has a unique aesthetic form and

value.[2] It is a modern manifestation of the 5,000 year life creation and aesthetic consciousness of the Chinese nation. Local intangible cultural heritage has more regional characteristics, all of which reveal the unique interest of the local ethnic groups in their upward, benevolent, grateful, yearning for and pursuit of beauty, and contains profound aesthetic wisdom. Its aesthetic orientation is in line with the Core Socialist Values.

Tangka is known as a rare flower in ethnic painting art. As a national level intangible cultural heritage project, Langkajie Tangka works in various aspects such as line composition, structural layout, color style, etc. Whether in the background configuration, the artistic conception is mysterious, the form is natural, the line shape is rigid and soft compatible, soft and smooth, or in the light and thin color application, the colors are diverse, bright and not vulgar, calm and delicate, and still elegant to this day. Intangible cultural heritage items such as "Tibetan Opera", "Gesar", "Guozhuang Dance", and "Tangka" are unique and showcase ethnic cultural characteristics, with strong colors and passionate and infectious forms and movements. The melody may be beautiful or thrilling, often giving people a strong sense of auditory, visual, and tactile beauty, which can easily stimulate viewers' psychological resonance and exploration desire, and trigger emotional resonance, so as to achieve dual satisfaction of cognition and emotion, and provide possibilities for the realization of educational value.

Integrating intangible cultural heritage to the campus is to apply the aesthetic education elements contained in it to the learning, work, and activities of college students through a "moistening and silent" way, to make intangible cultural heritage be internalized into certain behaviors in real life, producing a "subtle" educational effect, allowing college students to learn to appreciate and enjoy beauty, and cultivating their aesthetic taste, so as to continuously cultivate individual aesthetic ability consciously, enhance moral realm and personality cultivation, pursue truth, goodness, and beauty, and promote physical and mental health development.

5. THE DIFFICULTIES OF INTEGRATING LOCAL INTANGIBLE CULTURAL HERITAGE INTO CAMPUS CULTURE AND EDUCATION IN COLLEGES AND UNIVERSITIES

Intangible cultural heritage includes many fields of culture such as history, society, education, economy, art, etc., with profound implications and profound educational value. General Secretary Xi Jinping emphasized that "excellent traditional culture is the fundamental foundation for the inheritance and development of a country or a nation. If discarded, it cuts off the spiritual lifeline". [12] The excellent traditional culture of the Chinese nation is the deepest cultural soft power,[13] and the best way to inherit it is through education. In recent years, the party and the state have successively formulated documents such as the "Opinions on Implementing the Inheritance and Development Project of Chinese Excellent Traditional Culture" and the "Guidelines for Improving the Education of Chinese Excellent Traditional Culture". Colleges and universities across the country are carrying out the practice of integrating excellent traditional culture into ideological and political education and have achieved some results. However, it cannot be denied that due to various factors such as economic development, location advantages, and talent pool, the integration of excellent traditional culture into education in colleges and universities has uneven development. For ethnic colleges and universities located in remote areas, the integration of local intangible cultural heritage into campus culture education faces the following difficulties:

5.1 Insufficient Understanding of the Value of Intangible Cultural Heritage Education

Intangible cultural heritage includes many fields of culture such as history, society, education, economy, art, etc., with profound implications and profound educational value. However, inheritors, teachers, college students, and managers of intangible cultural heritage do not have a deep understanding of the educational value of intangible cultural heritage.

In reality, the inheritors of local intangible cultural heritage are mostly influenced by language, educational level, and other aspects, and still stay at the level of "knowing it", emphasizing the

inheritance of skills. Their understanding of the inherent spiritual values of history, culture, philosophy, and other aspects contained in intangible cultural heritage is not comprehensive enough, and their exploration is not deep enough.

From the perspective of the teacher community, more attention has been paid to the study of intangible cultural heritage techniques, with a focus on the external and tangible content of intangible cultural heritage, and insufficient attention is paid to the internal and intangible dimensions of spirit, emotions, values, etc.

There are differences in the understanding and emotional identification of intangible cultural heritage among college students. Most college students' understanding of intangible cultural heritage only stays in the expression of artistic means such as performance and display, and still stays at the level of watching "fun", lacking a deep understanding of its cultural heritage, leading to a lack of identification with the emotions and values of intangible cultural heritage.

5.2 Insufficient Depth of Integration Between Local Intangible Cultural Heritage and Education System of Local Colleges and Universities

Relatively speaking, when carrying out ideological and political education in local universities, classroom education is still the main focus, using fixed ideological and political textbooks and the traditional mode of teacher classroom teaching, with very little content related to local intangible cultural heritage. The construction of relevant school-based textbooks is very weak. At Sichuan Minzu College, currently only music, dance, and art majors integrate relevant cultural elements from local intangible cultural heritage into the curriculum of professional talent cultivation, such as ethnic music (dance) and Tangka painting, without establishing relevant school-based textbooks.

In terms of campus cultural construction, the means of carrying out intangible cultural heritage education are relatively simple, and the exploration of the value of intangible cultural heritage education is insufficient. The college has not yet truly created and created a campus cultural education brand with local intangible cultural heritage characteristics. Overall, the educational value of local intangible cultural heritage has not yet been deeply and effectively integrated into the

campus education system of colleges and universities.

5.3 The Construction of Local Intangible Cultural Heritage Teachers Needs to be Strengthened Urgently

The key to effectively integrating excellent traditional Chinese culture into the education system of colleges and universities and unleashing the educational value of timeliness lies in university teachers. Only by possessing profound traditional cultural literacy and subject knowledge in related fields can university teachers better preach, dispel doubts, and play a positive guiding role for students. The shortage of professional teachers in the field of intangible cultural heritage is a major challenge faced by colleges and universities. Sichuan Minzu College lacks mature teachers and experts in the field of intangible cultural heritage. To carry out intangible cultural heritage education activities, it is necessary to invite non campus intangible cultural heritage inheritors or experts and scholars from other schools, research institutions, and other units. The representative inheritors of intangible cultural heritage have also brought great resistance to maximizing and deepening the value of local intangible cultural heritage in campus education.

6. EFFECTIVE WAYS TO SHOWCASE THE EDUCATIONAL VALUE OF INTEGRATING LOCAL INTANGIBLE CULTURAL HERITAGE INTO CAMPUS CULTURE

The party and the state advocate the integration of excellent traditional Chinese culture into education, and the realization of the "three comprehensive education". And it is necessary to continuously improve students' sense of cultural belonging, cultural identity and national pride, effectively improve the timeliness of excellent traditional culture education,

6.1 Creating a Platform to Enhance Teachers' and Students' Deep Understanding of Intangible Cultural Heritage

Combining practical issues, there will be a must to adopt a multi-level linkage approach within and outside the school to enhance the cognitive level of educators towards intangible cultural heritage, and

build a platform to strengthen more in-depth exchanges and discussions among inheritors of intangible cultural heritage, experts, scholars, teachers, and college students, and deepen each other's understanding of intangible cultural heritage through collision of ideas and theoretical analysis. It is also necessary to innovate the resource integration model, invite inheritors of intangible cultural heritage and academic experts to create teams, continuously promote the depth and breadth of the exploration of the spiritual connotation of intangible cultural heritage, make teachers focus on systematic learning of excellent traditional Chinese culture during the training stage, regularly participate in knowledge and skill training during the work process, increase the reserve of excellent traditional Chinese culture and subject professional knowledge, and gradually internalize it into their own knowledge structure system, and improve teaching quality; It is of great significance to give full play to the main role of students in the cultural education system, achieve two-way interaction between teachers and students in the education process, and enable students to participate in exploring the integration and promotion of excellent traditional Chinese culture and contemporary education. Cultivating a scientific attitude towards the excellent traditional Chinese culture and establishing an objective, just, and dialectical way of thinking is an essential quality for correctly treating the excellent traditional Chinese culture.

6.2 Effectively Integrating Intangible Cultural Heritage into the Campus Cultural Education System

"On paper, one will always feel shallow, and it will be a must to practice it." In addition to classroom teaching, practical experience activities are an effective way to achieve traditional cultural education. Only through immersive experience and participation can schools and teachers truly mobilize students' enthusiasm and achieve the educational goal of "unity of knowledge and action". For example, participating in volunteer service activities, promoting a series of knowledge about excellent traditional Chinese culture, and through self-learning and understanding, telling the audience about traditional culture is the process of learning, recognizing, understanding, and improving traditional cultural literacy, which enables students to integrate their personal emotions with the external environment and deeply appreciate the eternal charm of excellent traditional

Chinese culture to achieve learning, thinking, and understanding, thus gaining knowledge.

Efforts will be made to create intangible cultural heritage education brands with local characteristics. There will be a necessity to increase efforts to integrate local intangible cultural heritage into teaching materials and improve the quality of cultural education. Intangible cultural heritage is an important component of China's excellent traditional culture and has profound educational value. The relevant parts should increase the excavation and screening of intangible cultural heritage, integrate the spirit of education and values into the construction of ideological and political education textbooks, increase the coverage of elective courses, integrate contemporary education models, achieve innovative development of traditional culture, and improve the quality of cultural education in colleges and universities.

7. CONCLUSION

Intangible cultural heritage, as an important part of the excellent culture of all ethnic groups, has played a role in educating people with cultural talents since ancient times, providing rich resources for ideological and political education, and has a far-reaching impact on the moral cultivation and healthy growth of young people. Integrating intangible cultural heritage into the campus cultural education system can nourish the hearts and character of young people through rich and diverse education activities, highlight the value of education, promote the creative transformation and innovative development of excellent traditional Chinese culture, and cultivate builders of the new era.

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