

The application strategy of intangible cultural heritage art resources in higher vocational art education

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Abstract: China's excellent traditional culture is diverse in form and rich in content. After thousands of years of civilization accumulation, the intangible cultural heritage art resources have deeper cultural deposits, and it has become a valuable cultural resource in our country. However, under the background of multi-culture, Chinese traditional culture is under great pressure, which needs to realize innovative development and obtain new vitality. Art teachers in higher vocational colleges can make effective use of intangible cultural heritage art resources and combine them with modern art, so as to better carry out innovative teaching work. Based on this, the article analyzes and studies the application of intangible cultural heritage fine arts resources in higher vocational art education, expounds the connotation and characteristics of intangible cultural heritage fine arts resources, and analyzes the application significance of intangible cultural heritage fine arts resources in higher vocational art education. On this basis, the application of intangible cultural heritage fine arts resources in secondary vocational art education is proposed for reference.

Key words: intangible cultural heritage fine arts resources; Higher vocational art education; Cultural development

In contemporary art education, teaching has fallen into a bottleneck period of slow development. Fine arts education needs to pay more attention to the overall development of individuals, so as to carry out teaching in combination with intangible cultural heritage art resources and improve the individuation of classroom teaching. Since China's intangible cultural heritage art resources are rich in content, their application in secondary vocational art education can help improve students' artistic sense, develop students' intelligence and promote their all-round development.

1. Discussion on intangible cultural heritage art resources

Intangible cultural heritage is called "intangible cultural heritage", it is also called "intangible cultural heritage". Intangible cultural heritage emphasizes the superb skills, distinctive ideas and rich spiritual values of the people. In the current era, intangible cultural heritage has also achieved innovative development. As the most representative cultural symbol of contemporary people, intangible cultural heritage is a cultural tradition recognized by local people and can achieve sustainable cultural development. The most important feature of "intangible cultural heritage" lies in its nationality and aesthetic character. It can be passed on by masters and apprentices, but this is also the defect of "living" cultural inheritance. As a folk skill, intangible cultural heritage is not only a symbolic symbol of a region, but also a reflection of human features. Therefore, for the inheritance of "intangible cultural heritage", talent is the center of inheritance. Introducing intangible cultural heritage into the art education of vocational schools will help students learn the connotation of folk culture, feel the characteristics of their own national art, strengthen their sense of identity and belonging, and improve self-confidence and pride.

2. The application significance of intangible cultural heritage art resources in higher vocational art education

The essence of fine arts education is to let students learn to observe and grasp the connection between students' life and study, so as to help students achieve better growth and development. As a humanities discipline, fine arts fully record the course of human development and human emotions, will and moral thoughts. As a kind of visual education, fine arts should fully reflect the characteristics of "inheritance", so that students can better learn and experience and feel the unique connotation of culture. Higher vocational schools should carry out teaching in combination with the intangible cultural heritage of the region. As a higher vocational college in Changbai Mountain region, it should fully tap the cultural charm of Changbai Mountain region, strengthen the effective integration with art education, so as to better reflect the cultural characteristics of Changbai Mountain region and enhance the practical value of teaching. Infiltration of regional traditional culture in art teaching in higher vocational colleges is helpful to better display Chinese traditional culture and deepen students' understanding of local culture in imperceptibly.

1. Enrich the content of art education and improve the quality of teaching

The introduction of "intangible cultural heritage" into art education in schools is helpful to enrich the content of art education, so that students can feel the artistic characteristics of their own nationality through learning folk culture and traditional folk skills, establish richer emotions, build profound cultural heritage, and enhance the sense of belonging of their own nationality. "Intangible cultural heritage" inherits the national culture, and its application in art teaching will help to better develop the national spirit, better enable students to understand the spiritual value, improve the overall effect of education and teaching, and enable students to obtain the corresponding spiritual nourishment in study and life. Innovation is the key to the development of national culture. Under the background of globalization, only by taking root in national culture can we find the path of sustainable development. After thousands of years of development, intangible cultural heritage has realized the application of traditional manual skills, achieved breakthrough reforms, and improved the effectiveness of education

and teaching.

2. Inheriting and innovating intangible cultural heritage to promote local economic development

“Intangible cultural heritage” art resources can fully reflect the social development characteristics of a region, and maintain the past historical appearance in terms of folk culture and folk handicrafts. The folk art resources in various regions are relatively abundant. The “intangible cultural heritage” art courses set up in schools are helpful to cultivate students’ pursuit of beauty and strengthen students’ feeling and experience of beauty. The development of folk art resources can help students fully learn and inherit national culture, better inherit “intangible cultural heritage”, fully combine traditional culture with reality, and explore the development direction of traditional and modern culture. The characteristic culture of Changbai Mountain region is the combination of farming and fishing and hunting culture. It is the result of harmonious coexistence between man and nature in Changbai Mountain region in the long history, which has far-reaching influence on vocational education and can promote the overall development of Changbai Mountain regional culture.

3. The application strategy of intangible cultural heritage art resources in higher vocational art education

At the present stage, the content of intangible cultural heritage resources in China is relatively rich, and its application in the secondary vocational art education is helpful to improve the students’ artistic sense, thus developing their intelligence and promoting their all-round development.

1. Create characteristic courses

For the teaching of art courses in higher vocational colleges, quality education is more important, and art education also promotes the development of quality education. Under the diversified system of education, fine arts play an important role and are valued by school teachers and students. Therefore, higher vocational colleges should strengthen the construction of curriculum system and create characteristic courses, so as to carry out education work better. Among them, the school can build school-based curriculum, according to the characteristics of local art development, bring intangible cultural heritage into the classroom teaching, provide more services for art education, better make up for the shortage of classroom teaching, realize the innovative development of classroom teaching, meet the learning needs of students, and integrate various elements of intangible cultural heritage. In the current art course teaching in Changbai Mountain area, the biggest problem lies in the dependence on traditional education, and the traditional teaching thinking leads to the limitation of teaching. Therefore, the local higher vocational colleges should make full use of the teaching resources in the region, so as to build the corresponding characteristic course system and improve the overall effect of teaching. Regionalism is the essential characteristic of intangible cultural heritage. Because of regionalism, professional differences can be established and formed. At present, all provinces attach great importance to the construction of culture, and in the process of building a large and strong province of culture, fully explore the local culture, and promote it to the whole country and even the whole world, and build a professional combined with intangible cultural heritage, so as to better meet the needs of social development.

The curriculum system is the effective combination of the teaching content and the teaching process of each major, involving how to set up courses, opening time and other contents. The teaching of art design major needs to combine the goal of talent training and carry out teaching work according to the nature of the major, so as to increase the courses and subject training of folk art. The opening of folk art courses is helpful to improve the proportion of folk art in the curriculum system. In the course teaching, it can be repositioned according to the course, and the content of folk art can be combined with the main points of the course according to the course orientation, and the field participation in the folk art exhibition hall can be made by collecting patterns and investigating.

2. Enrich teaching resources

In order to better combine the “intangible cultural heritage” culture with the art curriculum of secondary vocational schools, teachers can carry out teaching activities in combination with art textbooks and school-based textbooks, so as to better carry out practical teaching. In course teaching, teachers need to constantly enrich teaching resources, so as to select appropriate folk art resources, optimize the design concept fundamentally, so as to better reflect the connotation of intangible cultural heritage and enhance the life of students’ art works. In traditional classroom teaching, teachers tell students about relevant knowledge through courseware and oral explanation, while the presentation of intangible cultural heritage courses is relatively one-sided. In order to avoid the monotony of classroom teaching, it is necessary to disseminate non-verbal educational information, so as to present a more intuitive learning impression for students. The craft and production process of intangible cultural heritage contain rich artistic connotation, which has a strong influence on students. By using these educational tools, teachers can help to convey more effective information, thus adding a specific information source to the course teaching in a more intuitive way of expression, and awakening students’ learning emotions.

First of all, teachers should try their best to choose representative intangible cultural patterns to carry out art education. Most of the patterns in intangible cultural heritage are traditional folk art symbols. And in the context of the development of The Times, these traditional folk art symbols will derive different types of patterns, which can also be an important resource in art education. Teachers can explain the spiritual connotation behind these intangible cultural symbols to students, so that students can learn the wisdom of Chinese working people. Secondly, teachers can extract the typical colors in the intangible cultural heritage art resources to carry out teaching work. Among the numerous resources of intangible cultural works in China, the colors used in many works of art contain distinct regional cultural characteristics and fully combine the characteristics of historical development. Among them, teachers can look for related art education

resources, so as to present more art works, so that students can strengthen the study of intangible cultural heritage art resources, so as to form their own artistic creation style. Moreover, the personalized techniques in the intangible cultural heritage art can be borrowed and simulated. Among the intangible cultural heritage art resources in China, there are many handicrafts that put forward higher requirements for the production personnel's technology, and the production involves various types of craft techniques. Teachers can introduce these contents into their teaching work, make full use of modern teaching technology, and improve the overall effectiveness of teaching. In addition, teachers can also guide students to analyze the color matching schemes in intangible cultural heritage resources, so that students can better understand the characteristics of color matching. Finally, organic combination of intangible cultural heritage art resources and art product design content. There is a close relationship between the inheritance of intangible cultural heritage and art product design. In art teaching in higher vocational colleges, teachers need to make effective use of intangible cultural heritage art resources to carry out teaching, combine related art product design, make students form innovative consciousness, and guide students to combine art works in life with intangible cultural heritage elements, so as to realize innovative design. By designing intangible cultural heritage art products, students can deeply understand the characteristics of intangible cultural heritage resources and better inherit and develop the connotation of intangible cultural heritage.

3. Learn from the features of intangible cultural heritage

In addition to creating characteristic courses, teachers should also organize and set up secondary vocational "intangible cultural heritage" art workshops, so as to promote the aesthetic education of traditional culture, improve the practical teaching activities of the workshops, strengthen the construction of infrastructure, and strive for more project-based teaching activities. Continue to carry out arts and crafts class, and strengthen traditional culture education, combined with professional teaching to strengthen innovation and entrepreneurship education work.

In practical teaching, the school needs to hire inheritors and folk artists to hold lectures in the school and show their skills, give good practical guidance, guide students in creative practice, let students feel the artistic charm of folk art more closely, so as to deeply help students understand the creative techniques and skills of folk art, enrich its cultural connotation, and mobilize students' enthusiasm for learning. Improve students' aesthetic ability, train students to combine traditional folk art with modern design, draw lessons from the characteristics of intangible cultural heritage, and create works of art with regional characteristics.

Epilogue

To sum up, intangible cultural heritage has strong humanistic, visual and regional characteristics. Combining the intangible cultural heritage of the region with teaching helps students to learn its cultural connotation and understand the regional and humanistic characteristics of intangible cultural heritage, so as to realize its inheritance and development. In the teaching of fine arts, teachers make use of intangible cultural heritage to carry out teaching, which helps guide students to actively conduct comprehensive exploration and learning, cultivate students' good thinking quality and enhance students' practical ability.

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