

**Study on the importance of high-quality cultural education for vocational undergraduates
from the perspective of intangible cultural heritage inheritance -- Take the Arts and Crafts
major of Guangsha University, School of Art and Design as an example**

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Abstract

Vocational undergraduate education will be a pearl in the wave of socialist education system with Chinese characteristics in the new era, leading the innovative development of China's vocational education. High-quality cultural education is an important link for Chinese culture and Chinese education to complement each other and develop in the same direction. Using the cultural attributes and inheritance attributes of intangible cultural heritage to integrate into high-quality cultural education of vocational undergraduate education will achieve the siphon effect of "1+1>2" will certainly promote the win-win situation of socialist culture with Chinese characteristics and talent training in the new era. This paper takes the arts and crafts major of Guangsha University (shortened form of Zhejiang Guangsha Vocational and Technical University of Construction) as a typical object to study, and fully explores the compatibility of intangible cultural heritage and high-quality cultural education, so as to achieve common prosperity and development.

Keywords: intangible cultural heritage inheritance; Vocational undergraduate; High-quality culture education

Introduction

General Secretary Xi Jinping stressed: "Vocational education is closely linked to economic and social development, which is of great significance to promoting employment and entrepreneurship, promoting economic and social development, and improving people's well-being." (People's Daily online, 2023) Vocational undergraduate education is a new era of innovation education system of socialism with Chinese characteristics, through the national open in recent years 32 vocational undergraduate vocational college research data can be learned, in the higher vocational education system in the process of running higher vocational colleges, the most concern is "quality of talent training" (Hou Changlin, 2022). For higher vocational colleges, shouldering the training of more application-oriented vocational undergraduates, it is particularly important to realize the training of

high-quality vocational undergraduates in the actual process of education and teaching. The cultivation of high-quality vocational undergraduate talents is not only a slogan, but also not the relationship between "potatoes" and "potatoes", but a systematic project that needs to use innovative thinking, overall planning and careful consideration in the real sense.

The specific survey data are shown in Figure 1.

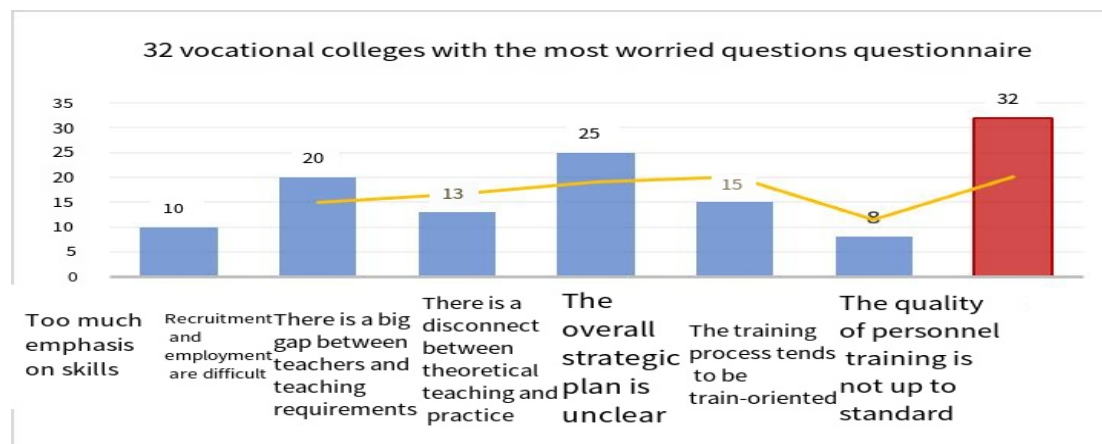


Figure 1 Survey data of the most worrying problems of 32 vocational colleges in China

Intangible cultural heritage is the "treasure" of traditional culture with Chinese characteristics. It is a form of culture inherited through people's language, actions and behaviors, which is a prominent representative of folk culture. Therefore, intangible cultural heritage must rely on people's power to complete the inheritance process. Higher vocational undergraduate education aims to cultivate practical and application-oriented high-skill talents, including not only vocational ability but also cultural accomplishment. Therefore, higher vocational undergraduate education has more advantages in the education and inheritance of intangible cultural heritage (Cheng Qiming, Liu Shuyan, Shen Guanglin, 2022).

China's traditional culture is extensive and profound, especially the intangible cultural heritage culture is the inheritance of Chinese culture. There are more or less different forms of intangible cultural heritage culture in the regions where higher vocational college is run. For example, Dongyang wood carving intangible cultural heritage exists in Dongyang, Zhejiang Province, where Guangsha University is located. The integration of intangible cultural heritage culture into higher vocational undergraduate education and the realization of high-quality cultural education for higher vocational undergraduates are complementary measures, and also an important measure to simultaneously promote the protection of traditional culture and the training level of innovative talents for vocational undergraduates and improve the quality of talent training.

1. Analysis on the inheritance of intangible cultural heritage and the current situation of vocational undergraduate education

The key to the inheritance of intangible cultural heritage is people, and the core of vocational undergraduate education is also to educate people. The combination of the two has a natural integration attribute in the socialist education system with Chinese characteristics in the new era.

However, with the development of The Times, it is difficult for traditional intangible cultural heritage to promote the development of the overall culture and industry with the mode of "master leading apprentices and valuing skills over literature". Nowadays, there are many difficulties in the difficulty of training "master and expert" talents, and vocational undergraduates should assume the responsibility and obligation of training corresponding talents.

1.1 The key to the lack of professionals in the protection of intangible cultural heritage lies in the decline of cultural identity

At present, there is a serious shortage of personnel engaged in the protection of intangible cultural heritage, especially the increasingly elderly inheritors of intangible cultural heritage. In the case of poor returns on some intangible cultural heritage resources, traditional skills are facing the risk of dating. There is a difference in concept between the younger generation and the traditional intangible cultural heritage artists who have mastered extraordinary skills, and they lack the enthusiasm to learn and inherit (Cheng Qiming, Liu Shuyan, Shen Guanglin, 2022). In order to train and introduce 100 masters of arts and crafts during the "14th Five-Year Plan" period, Guangsha University needs to make use of the platform of vocational undergraduate education, make use of intangible cultural heritage as a starting point, and use the essence of intangible cultural heritage to expand the cultivation path of high-quality cultural talents, and enrich the channels of social inheritance, family inheritance, and teacher and student inheritance (the expansion mode of master and apprentice inheritance). Use non-hereditary cultural core to create a strong bond of high-quality cultural education.

1.2 There are deviations in the curriculum planning of colleges and universities, and there is a disconnect between high-quality cultural education and artistic talent training

According to the data analysis of the same group of 14 art majors, the current curriculum system of most art colleges proposes the fine arts education and training mode of "pure plastic arts", and takes "pure pursuit of artistic skills and experience" as the educational training goal of students in professional teaching. The curriculum system of most colleges lacks local characteristics. In particular, the cultural and artistic content of intangible cultural heritage is rarely reflected, and most of them draw reference from the curriculum design of foreign art colleges, which restricts the extension of students' design thinking and the improvement of creative ability (Wu Siyao, 2023).

Art and culture are two inseparable carriers. The cultivation of talents for vocational undergraduates should not only highlight the "compound" of the cultivation of talents for culture and art, but also enhance its "expertise" for market demand. Therefore, the high-quality cultural education of vocational undergraduates needs to use intangible cultural heritage to meet the ability needs and cultural literacy of students in the content of basic courses of art design.

1.3 The role of cultural attributes in talent training is dim, which makes it difficult to form a benign education system

Intangible cultural heritage profoundly reflects the attributes of culture. The inheritance of intangible cultural heritage depends not only on the carrier of material, but also on "people". How to change the

concept of the whole society and obtain a sense of value in the inheritance of intangible cultural heritage is crucial for cultural identity (Liu Aijun, Jiang Pei, 2022). Vocational undergraduate education should not only train practical talents, but also establish a high-quality education system. Only when cultural literacy is integrated into the talent training system in this process can it be possible to train real "masters", use intangible cultural heritage cultural inheritance to stimulate the new concept of cultural education in colleges and universities, and promote the whole society to bloom the vitality of high-quality cultural education. Cultivate high-quality talents with real integrity and ability.

2. The importance of integrating intangible cultural heritage into high-quality cultural education in vocational undergraduate education

Higher vocational colleges bear the main tasks and are also the main positions of vocational undergraduate education. Intangible cultural heritage culture and vocational undergraduate education have the attribute of natural integration, especially now higher vocational education emphasizes the local characteristics of running schools, and can form a natural bond with intangible cultural heritage culture. Therefore, local higher vocational education has unique advantages in integrating intangible cultural heritage culture into vocational undergraduate education and promoting high-quality cultural education, such as: integration of local resources, promotion of creativity and innovation, integration of academic research and so on.

2.1 The need to use local intangible cultural heritage characteristic industries to cultivate soil genes of "cultural masters"

The major of wood carving in the School of Art and Design and Design and Design of Guangsha University relies on the intangible cultural heritage of Dongyang Wood carving. The local intangible cultural heritage is not only facing the reform of industrial structure, but also facing the dilemma of talent shortage. Vocational colleges have launched vocational undergraduate education, which provides a possibility for promoting the training of diversified talents of master type and professional type. In particular, vocational undergraduate education in the cultivation of high-quality talents to highlight the "cultural master" gene training has become an important starting point. "Dongyang Wood Carving" intangible cultural heritage is not only the inheritance of skills, but also the embodiment of culture. It integrates culture and vocational undergraduate education together, deeply planting the cultural and artistic genes of China's time-honored "intangible cultural heritage" in the minds of students, and plays an important role in improving the quality of subsequent talent training, especially in terms of innovation ability and creativity. Lay a good foundation for training master of arts and crafts.

2.2 Carry forward the master spirit and stimulate the need for training high-quality cultural talents

The integration of intangible cultural heritage culture and vocational undergraduate education builds a brand new talent training model for high-quality cultural education. Vocational undergraduate education is originally required to combine with social needs, make use of local intangible cultural heritage cultural resources, and integrate master spirit and cultural literacy education into daily classroom teaching. Cultural education, theoretical education and skill education should be combined

to create a high-quality atmosphere for the inheritance of intangible cultural heritage and cultural skills. Vocational undergraduates can not only feel the influence of traditional intangible cultural heritage culture and master intangible cultural heritage skills, but also understand the profound impact of intangible cultural heritage on society and life. Truly realize the multi-faceted integration of "virtue, reason and technology", and create a new high-quality talent training model in the process of intangible cultural heritage inheritance, intangible cultural heritage cultural edification, and intangible cultural heritage master spirit evolution (Figure 2 shows Dongyang wood carving intangible cultural heritage inheritor Lu Guangzheng, a national master of arts and crafts, to teach professional students).



Figure 2 Master Lu Guangzheng, the representative inheritor of Dongyang wood carving of intangible cultural heritage projects, came to the school to teach professional students

2.3 Establish cultural self-confidence and highlight the needs of courses with the connotation of "cultural design"

On June 2, 2023, General secretary Xi attended the symposium on cultural inheritance and development stressed:"The greatest tribute to human civilization is to create a new form of human civilization. To strengthen cultural self-confidence is to insist on going your own way "(Xinhua News Agency, 2023).In the field of intangible cultural heritage, new media and Internet methods are used to expand cultural transmission paths, break through the complex environment faced by intangible cultural heritage transmission, and meet the new needs of innovative cultural talents in the current new era(Wang Xilan,2023).At the same time, combined with the connotation of "cultural design", in the course content design and planning process, the focus is on cultivating students' thinking connotation and communication ability, while returning to the characteristics of culture and art itself, cultivating vocational undergraduates' ability in culture, skills, communication, thinking, communication and communication, and focusing on cultivating students' cultural self-confidence in vocational undergraduate professional education. At the same time, it will inject innovative genes into the follow-up development and innovation of intangible heritage.

3. Analysis on the high-quality cultural education model of intangible cultural heritage inheritance and integration of vocational undergraduate education

3.1 Build a "three divisions" team based on the professional undergraduate platform

At present, the Arts and Crafts major of the School of Art and Design and Design and Design of Guangsha University has been successfully declared as an undergraduate major. At the same time, many studios involving arts and crafts have been established in the content of the School of Art and Design and Design and Design, including a number of arts and crafts master studios. Relying on this kind of studio, it not only provides a solid soil for the growth and development of the teaching team, but also provides a rich foundation for students' practical teaching. In the setting of curriculum objectives for vocational undergraduate students, a curriculum plan that combines culture, theory and skills organically with the display of phased achievements is established, and a "three teachers" team (namely masters, teachers and craftsmen) is built, so that students can make great progress in the inheritance of intangible cultural heritage (including culture and skills). Give full play to the radiating ability of "master studio", and "master" leads the edification of intangible cultural heritage culture; "Teachers" participate in the establishment of systematic high-quality education plan, fully mobilize the enthusiasm of students; "Craftsman" teaches core skills and practical abilities. In order to build a comprehensive and diversified "three teachers" high-quality cultural education team, and simultaneously promote the inheritance, innovation and development of intangible cultural heritage culture. (Figure 3)



Figure 3. High-quality talent training structure of "three teachers" type team

3.2 Make use of Dongyang wood carving local industrial advantages to cultivate modern new talents
In Dongyang City, Zhejiang Province, where Guangsha University is currently located, there are more than 1,300 enterprises engaged in Dongyang wood carving, including 47 enterprises, 13 leading backbone enterprises, 3 wood trading markets, 3 large furniture trading markets, and more than 100,000 employees. At the same time, the talents cultivated by colleges and universities are not like production line workers, and lack the heritage of cultivating master-level talents. Vocational

undergraduate education provides a new plan and idea for the cultivation of high-quality and high-quality talents. Simultaneously introduce the intangible cultural heritage culture into classroom teaching, deeply integrate the traditional culture of intangible cultural heritage into the process of master teaching, create a new model of school-enterprise cooperation, deepen the "gear" school-enterprise cooperation, promote teaching reform and curriculum design, and cultivate diversified and modern new talents who can become teachers, innovate and produce. We will promote the sound development of personnel training with a deep cultural identity of intangible cultural heritage.

3.3 The "intangible cultural heritage" culture and art are fully integrated into the campus to create a strong cultural atmosphere

The art and design major of vocational college can integrate "intangible cultural heritage" culture into the practical teaching content. Taking the arts and crafts major of Guangsha University as an example, combining the local characteristics of Dongyang wood carving intangible cultural heritage, In the specialty, we specially set up wood carving technology, wood carving design, intangible cultural heritage protection theory and other related courses to integrate into the actual teaching process.

At the same time, the use of Dongyang's diversified wood carving art resources, such as: Lu House, Master of arts and crafts studio, Dongyang Wood Carving City cultural tourism area, Dongyang Wood carving Museum, Dongyang Wood carving town, etc., to carry out on-site teaching, fully tap the cultural attributes of intangible cultural heritage. Guangsha University simultaneously uses the "Wood carving skills inheritance Training Base" built by itself to periodically carry out wood carving intangible cultural heritage cultural activities, such as: "Welcome the 20th National Congress, science popularization to the future" series of science popularization activities of carved Liang painting Dong intangible cultural heritage wood carving, learning to inherit culture. It has enriched students' college life, made them better understand Dongyang Wood carving intangible cultural heritage culture, and learned to inherit Dongyang wood carving craft. During the National Science Popularization Day, the School of Art and Design and Design and Design and Design carried out the wood carving craft popularization activity of "Appreciating wood carving of intangible cultural heritage and learning to inherit culture", popularizing the charm of Dongyang wood carving to freshmen majoring in carving. Feel the charm of Dongyang wood carving intangible cultural heritage.



Figure 4. The wood carving professional teacher leads the students to appreciate the charm of Dongyang wood carving intangible cultural heritage

Conclusion

Innovative education and non-genetic inheritance are the key tasks for higher vocational colleges to cultivate high-quality talents. Intangible cultural heritage is a valuable internal driving force for the continuous development of a nation and a country. Traditional skills, symbolic language, patterns, etc. can enable students of higher vocational colleges to learn Chinese traditional culture and fine traditional virtues imperceptibly. This is highly consistent with the training of innovative talents for vocational undergraduates(Guo Zhang,2023).The subject of inheritance of intangible cultural heritage is "people", and the object of vocational undergraduate education is also "people". The integration of intangible cultural heritage into the vocational undergraduate education and talent training system will bring infinite "light of life" to the intangible cultural heritage and vocational undergraduate education.Especially at the moment when the 20th Congress is successfully held and a new journey is forging ahead, promoting high-quality cultural education can not only realize the value of respecting "people", cultural identity and traditional habits, but also promote the comprehensive development of talent training.Inheriting intangible cultural heritage is to carry forward the profound essence of Chinese culture. College students in the audience of vocational undergraduate education can fully understand the profound and profound connotation of Chinese culture and the core value in human history and civilization, which is the source of cultural confidence to realize the sense of identity, and also the strong cornerstone of the firm cultural confidence proposed by General secretary Xi in the cultural inheritance symposium.The realization of high-quality cultural education for vocational undergraduates through the integration of intangible cultural heritage will be an important help to promote the inheritance and innovation of traditional culture and the development of educational innovation. It will help the development of innovative "higher normal" and "three normal" teams, relying on the studios of outstanding intangible cultural masters and using intangible cultural craft as the carrier. Innovation and development of "teaching - learning - transmission - creation" in one of the intangible cultural high-quality talent cultivation system(Shao Xueyuan,2021).Guangxia University will give full play to the local intangible heritage characteristics of Dongyang wood carving, create a "three teachers" type teaching team, mobilize the forces of "production-government-school-enterprise", and continue to explore and study in order to inherit intangible cultural heritage and build a high-quality vocational undergraduate cultural education system.

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