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To cite this article: Xiaowei Jiang 2021 *IOP Conf. Ser.: Earth Environ. Sci.* **693** 012121

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Research on the Path of Inheriting Intangible Cultural Heritage in Northeast China through College Art Education

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Abstract. The research aims to discuss the path of inheriting intangible cultural heritage in Northeast China through college art education. From the perspective of cultural protection and inheritance, the feasibility of inheriting intangible cultural heritage in Northeast China through college art education is analyzed. The specific path to inherit intangible cultural heritage in Northeast China through college art education is discussed combined with the individual practice of Changchun University, so as to build a bridge of protection and inheritance between the intangible cultural heritage in Northeast China and college art education. Inheriting intangible cultural heritage through education conforms to the needs of social development and is also an effective way to protect and inherit intangible cultural heritage. It could carry out educational inheritance by four kinds of ways of changing ideas, bringing into curriculum system, reforming teaching methods and deepening scientific research, which is of important theoretical significance and practical significance for colleges and universities to create discipline characteristics and protect and inherit intangible cultural heritage.

1. Introduction

Intangible cultural heritage is related to the spiritual will and value orientation of a nation. Protecting and inheriting intangible cultural heritage is a historical mission entrusted by The Times and a need of cultural protection, cultural transmission and cultural revival. Countries all over the world attach great importance to this work, and our government also attaches great importance to it. The report of the 19th national congress of the communist party of China clearly states that we should “strengthen the protection and utilization of cultural relics and the protection and inheritance of cultural heritage”. Colleges and universities as the main body of knowledge and culture inheritance and transmission, inheriting intangible cultural heritage through education conforms to the needs of social development and is also an effective way to protect and inherit intangible cultural heritage [1]. In February 2011, the standing committee of the 11th National People's Congress passed the intangible cultural heritage law of the People's Republic of China, of which article 34 stipulates that “schools should conduct relevant education on intangible cultural heritage, in accordance with the regulations of the competent department of education under the state council” [2], indicating the strong will of the state to inherit intangible cultural heritage through education. In this situation, it is urgent to carry out a comprehensive and systematic research on the educational inheritance of intangible cultural heritage as soon as possible.

Northeast China refers to east of Shanhaiguan, including Heilongjiang, Jilin, Liaoning, eastern Inner Mongolia and northeast Hebei. As early as 1 million years ago, there were human beings living in Northeast China, which is the traditional settlement of the Chinese nation. As a region, Northeast China has been recorded in ancient books since the time of writing. “Shangshu-yugong” recorded it at



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the earliest. As a large cultural region, Northeast China not only has numerous material cultural heritages with unique values, but also has many intangible cultural heritages with profound connotations. These intangible cultural heritages are the civilization achievements and wisdom crystallization created by the people in Northeast China. They not only contain the password to unlock the ancient Chinese civilization, but also are important resources for modern art education. However, under the background of informatization and digitization, people's traditional way of production, life and environment have undergone great changes, and the inheritance mode and context attached to intangible cultural heritage have also changed, which to a large extent affects the survival of intangible cultural heritage. Some intangible cultural heritage inherited by oral transmission and behavior is disappearing [3]. Especially in Northeast China, the loss of its intangible cultural heritage is serious due to the relatively backward development. As the most direct way to inherit intangible cultural heritage [4], college art education can save the intangible cultural heritage in Northeast China, making it get effective protection and inheritance [5]. Therefore, it is urgent to explore the path of inheriting the intangible cultural heritage in Northeast China through college art education as soon as possible.

2. Feasibility of Inheriting Intangible Cultural Heritage in Northeast China through College Art Education

2.1. Northeast China Having Rich Intangible Cultural Heritage Resources

In history, the Han population in the central plains once flowed into the Northeast, bringing the culture of the central plains to the Northeast. The culture of the central plains intermingled with the culture of various ethnic groups in the Northeast [6], and gradually created the material culture and spiritual culture associated with the production mode and life style of nomadic fishing and hunting in the black water and the white mountain, leaving us a large number of precious original intangible cultural heritage. Up to now, among the four batches of intangible cultural heritage lists published by the ministry of culture in 2006, 2008, 2011 and 2014, a total of 196 items in Northeast China have been approved into the national intangible cultural heritage list according to different declaration units [7]. In the 196 items national intangible cultural heritages, there are 182 items could be roughly determined the period of their formation, while 6 items folk literature class and 8 items folk customs class could not be determined. 182 items intangible cultural heritages in Northeast China are mainly distributed in Pre-Qin, Han, Wei, Jin, Southern and Northern dynasties, Sui and Tang dynasties, Song, Liao, Jin, Yuan, Ming and Qing dynasties [7]. Outstanding intangible cultural heritage in Northeast China mainly includes folk literature, folk music, folk dance, folk art, traditional drama, quyi, acrobatics and competition, traditional handcraft, folk customs and other types [8].

2.2. Intangible Cultural Heritage in Northeast China Having Unique Value

Northeast China is one of the birthplaces of Chinese culture. There are quite a few sites of human activities in Northeast China, and early paleolithic sites are all over the Liao and Songhua river basins. The cultural types of sites are completely consistent with the basic characteristics of Peking Man and Upper Cave Man. In this vast land, the ancestors of Northeast China have always worked hard, invented and created, and eventually accumulated numerous humanities creations and many precious intangible cultural heritages. These intangible cultural heritages have become an indispensable part of the Chinese cultural heritages, which vividly reflects the love of life and reverence for nature of the ancestors of Northeast China.

The national system in Northeast China is composed of four ancient ethnic groups, namely Donghu Xianbei Shiwei Mongolian nationality, Huimo Fuyu Koguryo Baiji Korean nationality, Sushen Yi Lou Mohe Jurchen nationality and Shang Guyan nationality and Han nationality, which lays the foundation of nation for the unique value of intangible cultural heritages in Northeast China. Different nations have different cultures, and different cultures interact and complement each other, which ultimately makes the intangible cultural heritages in Northeast China unique in value and profound in connotation.

Northeast culture has contributed to the construction of a diversified and integrated pattern in which Chinese culture is magnificent in the north and elegant in the south. Keeping pace with the farming civilization of Han nationality in the central plains, the fishing, hunting and nomadic civilization was born here. The long-term production and lifestyle of fishing, hunting and nomadic life have endowed the ancestors of Northeast China with the valuable character of honesty, which has also left a distinct national mark on the intangible cultural heritage in Northeast China [8], thus bringing unique elements to the intangible cultural heritage of China.

2.3. Advantages of Inheriting Intangible Cultural Heritage through Colleges and Universities

Colleges and universities have unique advantages in talent resources and research ability, and have sufficient ability to protect and inherit intangible cultural heritage. Especially in Northeast China, there are many universities, including 4 985 universities and 11 211 universities, which convey a large number of talents for the whole nation every year. Recently, the 2019 Chinese university evaluation research report -- college entrance examination volunteer filling guide (alumni association edition) compiled by Airuishen Chinese alumni association (Cuaa.Net) and published by science press soon, announces the latest 2019 Chinese university ranking top 1200 and 2019 Chinese regional university ranking. A total of 6 universities in Northeast China ranked among the top 100 in 2019, according to the report. In Northeast China the colleges and universities are numerous and powerful, which are fully capable of shouldering the responsibility of talents training, scientific research and social service for intangible cultural heritage, and can better promote the protection, inheritance and innovative development of the intangible cultural heritage in Northeast China [9].

2.4. Function of Art Education in the Inheritance of Intangible Cultural Heritage

As defined by UNESCO's convention for the protection of intangible cultural heritage, "intangible cultural heritage" includes : oral traditions and forms of expression, including language as the medium of intangible cultural heritage; performing arts; social practice, ceremony, festival activities; knowledge and practice of nature and the universe; traditional handicraft. Many of these five aspects are related to art, so it is more direct and effective to adopt art education to inherit.

In addition, in the process of inheriting intangible cultural heritage, it is necessary not only to include relevant contents of oral or written records in the whole process of investigation and research, but also to master the artistic connotation of intangible cultural heritage and dig out the value of intangible cultural heritage, which requires the ability of artistic observation and appreciation, which puts forward high requirements for inheritors. While college art education is precisely to cultivate students' ability to discover, observe, feel and create beauty, which has unique advantages in the inheritance of intangible cultural heritage and can well meet the needs of the protection, inheritance and innovation of intangible cultural heritage.

3. Path of Inheriting Intangible Cultural Heritage in Northeast China through College Art Education

3.1. Changing Ideas

From the perspective of international comparison, compared with Japan and the United States, China's intangible cultural heritage protection and inheritance has not established a close connection with education. In terms of Japanese intangible cultural heritage education alone, there are teaching objectives and requirements for Japanese intangible cultural heritage in "art" courses, and students are required to actively participate in relevant making activities [10]. Even science courses that seem unrelated to technology and art have some intangible cultural heritage education [11]. This concept and content is lacking in our school education.

We should deeply reflect on the existing gap and ideological barriers, improve our understanding, change our ideas, and fully protect, inherit and innovate intangible cultural heritage through college education [12]. Especially for the intangible cultural heritage with profound connotation and unique

value in Northeast China, we should face up to its survival state, establish a correct understanding, and save it from loss through college art education as soon as possible.

Changing ideas should start from the spread in order to enhance the understanding and promote the awareness [13]. We can make full use of the Internet to advertise and popularize the intangible cultural heritage in Northeast China [14]. By writing blog posts on folk legends in Northeast China, recording video of traditional operas in Northeast China, setting up a website of intangible cultural heritage in Northeast China and publishing them on the Internet, people can enjoy the colorful intangible cultural heritage in Northeast China when browsing online. At the same time, various topics and activities about the intangible cultural heritage in Northeast China could be organized on the Internet, through discussion and joint participation, so as to achieve the purpose of in-depth understanding and wide publicity of the intangible cultural heritage in Northeast China [15]. In addition, a series of lectures or activities on intangible cultural heritage could be held to communicate with experts on intangible cultural heritage face to face and deepen their understanding of various projects [16]. Through more contact, experience and feelings can be increased, so as to realize the value and importance of the intangible cultural heritage in Northeast China and raise the idea of protection and inheritance. Such spread and communication will be more conducive to colleges and universities to carry out the education inheritance, because colleges and universities participating in the intangible cultural heritage education cannot be separated from the participation of the whole society.

3.2. Bringing into Curriculum System

It should bring the intangible cultural heritage resources in Northeast China into curriculum system of college art education. Intangible cultural heritage projects have typical regional characteristics, and intangible cultural heritage courses could create disciplinary features. Colleges and universities should set up corresponding courses of intangible cultural heritage according to the regional cultural characteristics of intangible cultural heritage and their own disciplinary features, specialties and talent advantages. It could build stage curriculum system to make the intangible cultural heritage education into effect.

3.2.1. The first stage -- basic intangible cultural heritage course. In the first year of college, it should set up basic courses of intangible cultural heritage, so as to enable students to understand the natural, humanistic and social environment of the generation and development of intangible cultural heritage, and deeply understand the production and life style, aesthetic taste, religious belief, value concept and other intangible deep-seated cultural implication and noumenal value of intangible cultural heritage inheritors. In the process of teaching, it should fully grasp the historical background of "Internet +", set up "Internet + intangible cultural heritage" education, and form "in-class + after-class" and "online + offline" integrated teaching. Online intangible cultural heritage education should combine intangible cultural heritage inheritors, scientific research institutions and enterprises in various regions and fields to carry out virtual teaching, forming an information-based and diversified intangible cultural heritage education model. The courses of this stage aim to stimulate and cultivate students' awareness of the protection, inheritance and innovation of intangible cultural heritage

3.2.2. The second stage -- in-depth intangible cultural heritage course. In the second and third years of college, it should set up intangible cultural heritage courses according to the nature of the specialty, at the same time paying attention to combining the disciplinary features, specialties and talent advantages. In the process of teaching, it should pay attention to inspiring students to explore the intangible cultural heritage in Northeast China innovatively. The courses of this stage aim to cultivate the communicators, inheritors and innovators of intangible cultural heritage.

3.2.3. The third stage -- expanding intangible cultural heritage course. In the fourth year of college, it should set up elective courses of intangible cultural heritage. During the teaching process, it should adopt student-centered teaching according to students' own preference and potential to improve

students' teaching participation. In the course, it should pertinently combine with social service projects to develop cultural and creative product of intangible cultural heritage. The courses of this stage aim to cultivate the high quality inheritors of intangible cultural heritage.

3.3. Reforming Teaching Methods and Teaching Modes

Art College of Changchun University taught students the folk clay sculpture of Northeast China in the practice course of Material Cognition and Performance. In order to inherit this intangible cultural heritage better, this course adopts the way of joint guidance of two professional teachers and intangible cultural heritage inheritor. The famous folk clay sculpture inheritor from Northeast China was invited to assist two professional teachers in on-site teaching and give process guidance, which achieved very good teaching effect. The students mastered the key points of folk clay sculpture in Northeast China in a short time and created a large number of excellent works. The carrying out of intangible cultural heritage teaching could also go to the research center or museum of intangible cultural heritage to invite professionals to give on-site explanation, under the guidance of professional teachers.

In addition, in an attempt to connect with social life and market, intangible cultural heritage must be married with life in order to be truly inherited. Otherwise, it will only be ignored. It should change the past virtual practice in the classroom which is divorced from reality, trying to establish cooperative relations with enterprises or scientific research institutions, and maintaining in-depth communication to develop jointly projects with market prospects. After that, professional teachers in the school and intangible cultural heritage inheritors jointly guide students to complete the design and sample making, and enterprises complete mass production and later sales, so as to realize the rapid transformation of intangible cultural heritage knowledge into productivity. Through such practice, students can see the usefulness of intangible cultural heritage knowledge, so as to stimulate students' interest and motivation in learning intangible cultural heritage knowledge, and finally realize the inheritance of intangible cultural heritage. In terms of teaching design, it can be carried out according to the five links of "assigning task", "cognizing form", "implementing task", "teaching evaluation" and "expanding and improving", so as to realize the progressive teaching of "teaching, learning, practicing, evaluating and doing".

3.4. Deepening Scientific Research

A special research institute should be established to enhance the depth of research on the intangible cultural heritage in Northeast China. The protection and inheritance of intangible cultural heritage should not only be limited to the external communication and representation of various forms of expression, but also should strengthen the in-depth research on the cultural ecological environment of intangible cultural heritage and the psychology, belief, beauty-appreciation and other internal emotions of the inheritance subject of intangible cultural heritage, so as to reveal the cultural connotation and unique value contained in intangible cultural heritage.

Colleges and universities could jointly set up research centers with local governments, associations, industrial enterprises and inheritors of intangible cultural heritage to conduct comprehensive and systematic research on intangible cultural heritage and provide strong academic support and guarantee for colleges and universities to carry out education and inheritance of intangible cultural heritage.

For example, Changchun University established the Shaman culture research center relying on the Shaman art committee of Chinese folk writers and artists association, which has four relatively stable research directions: Shaman oracle research, Shaman art research, Chenhanjunqi Shaman sacrifice research, Shaman culture and Jilin tourism and cultural industry research. It is the museum of Shaman culture with the largest collection of Shaman objects so far. It collects, collates, academically researches and displays the unique intangible cultural heritage of the northern nationalities, and makes due contributions to promoting the development and research of local culture in Northeast China and serving local tourism economy.

4. Conclusion

As an important part of traditional culture, intangible cultural heritage has rich educational value and should be incorporated into the modern education system. From the perspective of education to discuss the inheritance problem of intangible cultural heritage not only points out the direction for the development of education, but also provides a broad space for the living inheritance of intangible cultural heritage. In particular, the intangible cultural heritage in Northeast China is not only a "living fossil" of the culture in Northeast China, but also an indispensable part of Chinese culture. Its disappearance will not only be the loss of Northeast China, but also the loss of the Chinese nation. Therefore, it is urgent to protect and inherit it as soon as possible. Inheriting the intangible cultural heritage in Northeast China through the art education of colleges and universities can not only create the discipline characteristics, but also make the protection and inheritance of the intangible cultural heritage in Northeast China come true. Therefore, exploring the path of inheriting the intangible cultural heritage in Northeast China through the art education of colleges and universities has important theoretical and practical significance.

5. Acknowledgement

This research is supported by the Art Project of 2019 National Social Science Foundation under the grant No. 19BH148.

This research is also supported by the Thirteenth Five-Year Social Science Project of Education Department of Jilin Province under the grant No. JJKH20170503SK.

This research is also supported by the Science Research Cultivation Project of Changchun University under the grant No. SKC201909.

This research is also supported by the Teaching Research Subject of Changchun University under the grant No. XJYB19-04.

This research is also the achievement of the Teaching Reform Research General Subject of Vocational Education and Adult Education of Education Department of Jilin Province under the grant No. 2019ZCY376. This subject is approved in 2019 and its name is "research on the construction of project school-based teaching material of visual identity in higher vocational college".

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