

# *Exploring the Path of Integrating the Regional Intangible Cultural Heritage Inheritance Skills and Creating the Characteristic Major in Higher Vocational Colleges*

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**Abstract:** By analyzing the characteristics of intangible cultural heritage inheritance skills and the feasibility of integration with higher vocational education, and in view of the current situation of professional settings in higher vocational education, it creatively proposed to integrate regional intangible cultural heritage inheritance skills into professional construction, take the path of characteristic professional school running, and avoid the homogenization development of higher vocational education. On this basis, this paper puts forward several paths to create characteristic specialties, hoping to provide reference for the high-quality development of higher vocational education.

## **1. Introduction**

Only by stimulating the vitality of running a school, improving the quality of running a school, adhering to the characteristic development, integrating the local intangible heritage inheritance skills into the professional construction, actively adapting to the regional economic and social development, and forming the regional characteristic specialty, can the competitiveness of higher vocational colleges be improved. At present, the homogeneity of major categories in higher vocational colleges is relatively serious, and the duplication of talent training models has caused a serious waste of educational resources. Based on this, the State Council has successively issued the National Vocational Education Reform Implementation Plan, and the Ministry of Education and the Ministry of Finance jointly issued the Opinions on the Implementation of the High level Vocational Schools and Specialty Construction Plan with Chinese Characteristics and the Measures for the Selection and Management of High level Vocational Schools and Specialty Construction Plan Projects with Chinese Characteristics (Trial) and other documents, aiming to solve the problem of duplication of specialty construction in higher vocational colleges and promote the school running mechanism to the market. We will implement a mechanism to eliminate the fittest and promote the high-quality development of vocational education, and comprehensively build modern vocational education.

## **2. Feasibility analysis on the integration of regional intangible cultural heritage inheritance skills and higher vocational education**

### **2.1. Integration of educational objectives**

In the past, the main purpose of traditional intangible cultural heritage techniques was to solve the problem of "how to do" in production and life. Apprentices are gradually proficient and innovative through learning in production practice. However, higher vocational education focuses on solving the problem of "why do we do this", focusing on training students to study their roots and explore their sources of theoretical learning and innovation, and lacks hands-on ability training. Therefore, the integration of intangible cultural heritage inheritance skills into professional teaching makes up for the problem of "learning" and "doing", and effectively solves the practical problem of higher vocational education that combines theory with practice.

### **2.2. Integration of education content**

In the inheritance of the traditional apprenticeship system, the teaching activity is mainly the master leading the apprentice. The teaching content is mainly tacit knowledge. The master directly imparts some piecemeal production practices in production and life, which are simply summarized to the apprentice. The teaching content is fragmented, random and loose.[1] The knowledge is mainly based on the master's production experience, which belongs to low level knowledge and can only stay at the level of general summary knowledge. It cannot rise to the knowledge system. However, according to the new Vocational Education Law, vocational education is an education type with the same important status as general education. The purpose of vocational education is to cultivate high-quality talents with applied skills, and to provide the educatees with the professional ethics, scientific culture and professional knowledge, technical skills, etc. needed to engage in a certain occupation or achieve career development. Therefore, the integration of intangible cultural heritage inheritance skills into professional teaching not only strengthens professional theory teaching, but also strengthens practical teaching[2].

## **3. The significance of establishing characteristic majors in higher vocational colleges**

### **3.1. Effectively avoiding the homogenization of specialty setting in higher vocational colleges**

According to statistics, there are 407 majors in 19 major categories and 3122 specialty distribution points in vocational colleges set up independently in Jiangsu Province. Among them, the number of professional distribution sites in electronic information, finance and commerce, culture and art is in the top three, and the number of students in finance and commerce, equipment manufacturing, and civil architecture is in the top three.

In Shaanxi in the western region, there are currently 38 higher vocational colleges offering 306 specialties, with an average of 27.05 specialties, and the average number of students in the specialties is 294.91. There are 19 major categories covering all higher vocational education, including civil engineering, manufacturing, electronic information and finance. 24 majors for modern agriculture, accounting for 2.05% of the total majors; 115 majors for energy and chemical industry, accounting for 9.85% of the total number of majors; 272 majors for equipment manufacturing and transportation, accounting for 23.29% of the total; 169 majors for emerging industries, accounting for 14.47% of the total number of majors; There are 211 majors for traditional industries, accounting for 18.07% of the total majors; There are 377 service oriented majors, accounting for 32.27% of the total.

Through the comparison of the two groups of data, it is not difficult to find that there is a general

phenomenon of professional homogeneity in the eastern and western vocational colleges. The reason is that the specialty setting is relatively centralized, and the major advantages of finance and commerce, electronic information and manufacturing are obvious. The basic reason for this phenomenon is that the cost of specialty setting is low, there is no need to purchase large machinery and equipment for teaching, the specialty updating speed is relatively slow, the resources of double qualified teachers are insufficient, and the specialty setting repetition rate is high. Therefore, it is the best way to avoid the homogenization of the major in running schools by taking the path of specialized characteristic development.[3]

### **3.2. The need to inherit intangible cultural heritage skills**

Due to the development of society, the inheritance of intangible cultural heritage traditional handicrafts is facing the realistic dilemma of no successors. For this reason, the country has issued documents advocating the revitalization policy of Chinese traditional crafts for many times, calling on the whole society to attach importance to the inheritance and innovation of traditional handicrafts, vigorously carrying out the activities of craftsmen's spirit into the campus, building intangible cultural heritage characteristic projects such as famous teacher studios, Qinling workshops, Luban workshops, etc., so as to cultivate excellent reserve talents for intangible cultural heritage skills, which not only promotes national culture, but also responds to the government's call, and serves the society.[4]

## **4. Characteristics of intangible cultural heritage inheritance skills**

Intangible cultural heritage inheritance skills refer to an activity that takes manual workshops as the working place and individual manual labor as the main body to carry out unique production practices. It is highly skilled and has a unique aesthetic style. Therefore, the inheritance of intangible cultural heritage is the activation volume of the development of national production practice, from which we can understand the psychological structure of national development, as well as the national living habits in different regions, and the craftsmanship and character. It can be concluded that the inheritance of intangible cultural heritage is characterized by individuality, context and practicality.

## **5. The path analysis of integrating intangible cultural heritage inheritance skills and creating characteristic specialties**

### **5.1. Integrating the regional intangible heritage inheritance skills into the professional construction talent training goal**

Professional construction in higher vocational colleges must have clear objectives and strong ability to serve the local regional economy. Therefore, when preparing the training plan for professional talents, we should take the regional development trend as a reference and dynamically adjust the talent target positioning in a timely manner. In order to better connect industries and serve the local economy, the following principles should be followed in formulating professional talent training programs:

(1) The training goal of professionals should highlight the acquisition of intangible cultural heritage skills and professional knowledge. Professional knowledge and skills are the key factors to cultivate high-quality students. The school only needs to carry out full research on the market of intangible cultural heritage inheritance skills, and on the basis of organizing discipline experts to carry out demonstration, write a talent training plan according to the standard of skilled talents, professional competence, and core competence of skill level posts required in the market, and then develop a coherent curriculum structure system according to the actual needs, which is targeted It is planned to

introduce intangible cultural heritage inheritance skills into the classroom, so that students can well inherit professional knowledge and technical skills with local characteristics.

(2) The talent training goal should cover the cultivation of craftsman spirit. Craftsman spirit is the key to cultivate students' humanistic quality. In classroom teaching, intangible cultural heritage masters unconsciously pass on the degree of dedication, concentration, innovative thinking or the attitude of keeping improving to students. Through infection, students can establish their own spirit of love and respect for their jobs. Therefore, we should attach importance to the cultivation of craftsman spirit in the goal of talent training, and make full use of the silent characteristics of craftsman spirit to open practical training courses.

## **5.2. Reforming the curriculum and integrate intangible heritage inheritance skills into the curriculum structure**

The integration of intangible cultural heritage inheritance skills into the curriculum structure and the creation of characteristic schools are important ways to form differentiated core competitiveness. The curriculum structure directly affects the level of characteristic education. It is mainly reflected in three aspects:

(1) Building a curriculum standard system based on the process of inheriting skills. First of all, based on the requirements of intangible cultural heritage craftsmanship production process capability, we should refine the core skills of each process, organize backbone teachers to develop school-based courses according to industry requirements on the basis of studying the professional capabilities of industrial enterprises, and fully cultivate students' standardized professional abilities, so as to improve vocational adaptability, and shorten the cycle of vocational training. For example, the straw painting production process in Shaanxi combines more than 30 technical process standards such as straw cutting, pasting, ironing, ironing, gluing, painting, and inlaying with the art industry standards. Shaanxi Institute of Finance and Economics has refined three core skills based on the straw painting production technology: straw processing skills, combined ironing skills, and binding skills, and has formulated corresponding skill standards, based on which corresponding textbooks and curriculum standards have been developed, We organized professional teaching activities with local characteristics.

(2) Establishing a professional, teaching and training standard system based on core skills. Any intangible cultural heritage inheritance skill has its core skills. Only by organizing teachers to fully study the manual skills, compiling a professional catalog according to the responsibilities and ability requirements of various processes and posts, integrating new technologies and new professional requirements, forming professional teaching standards, building professional training and teaching conditions standards, and formulating identification standards for manual skills, can a standardized professional teaching system be formed. For example, the production of Shaanxi straw paintings is divided into more than ten series of key teaching projects, such as seat screens, screens, plaques, naves, porcelain vases, three-dimensional reliefs, straw paintings, tourist souvenirs, etc. According to these projects, school-based teaching materials are developed and teaching resource databases are built, and process practice training standards are formulated to meet the needs of the handicraft industry.

## **5.3. Reforming and innovating the structure of teachers**

The construction of the teaching staff is the fundamental guarantee to improve the teaching quality. The professional structure and teaching ability of the teaching staff need to be constantly innovated and improved to keep pace with the times and meet the actual needs of teaching.

(1) Building a "double qualified" teaching team that combines full-time and part-time teaching.

The "double qualified" teaching team is the core driving force for the high-quality development of school education and teaching, which requires teachers to have both profound professional knowledge and strong practical skills. This indicator is a challenge and test to the faculty of colleges and universities. Higher vocational colleges should actively carry out school-based characteristics research, establish a linkage mechanism with industry masters and craftsmen, and hire intangible cultural heritage masters as guest professors to enter the campus to teach students; We can start the construction of teachers' teaching innovation team, cultivate teachers' modular teaching ability of division of labor and cooperation, and strengthen teachers' team cooperation ability.

(2) Strengthening teachers' practical operation skills. Strengthening teachers' practical operation skills is an important part of the teaching reform in higher vocational colleges. Teachers are selected to participate in social practice activities in enterprises or factories, strengthen the relationship between the government, enterprises and schools, teachers' professional skills, and enhance teachers' teaching practice ability. Therefore, only by relying on the school enterprise partnership, using winter and summer vacations to send teachers to enterprises and institutions for practice, going deep into the industry and enterprise front-line, and truly understanding the operating standards and skill requirements of the production front-line, can teachers' practical teaching level be effectively improved.

## 6. Conclusion

Introducing intangible cultural heritage skills into the classroom and integrating them into professional construction is not only in line with the inheritance law of intangible cultural heritage traditional handicrafts, but also in line with the generation mechanism of intangible cultural heritage traditional handicrafts. At the same time, it caters to the national policy to encourage vocational education to take on the important task of national culture inheritance, effectively circumvents the phenomenon of homogenized development of higher vocational education, and has very important cultural value and practical significance for promoting rural revitalization and high-quality development of vocational education.

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