Research on Primary and Secondary School Intangible Cultural Heritage Education and Student Cultural Identity

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Abstract: This study aims to explore the impact of intangible cultural heritage (ICH) education in primary and secondary schools on students' cultural identity. Through literature review and empirical research, we analyze the role of ICH education in shaping students' cultural values, sense of identity, and awareness of cultural heritage during their school years. The research employs both quantitative and qualitative methods, including surveys and in-depth interviews, to gather multidimensional data. The results indicate that ICH education significantly enhances students' sense of cultural identity and promotes their understanding and respect for traditional culture. The study also identifies challenges and opportunities in the implementation of ICH education, providing insights for future educational practices and policy-making.

1. Introduction

In the context of globalization, cultural identity and heritage preservation have become focal points of international concern. For a country like China, with its rich history and diverse culture, safeguarding and passing down intangible cultural heritage (ICH) is not only a necessity to preserve cultural diversity but also a reflection of the nation's cultural soft power. Especially in the field of primary and secondary education, promoting ICH education not only enhances students' understanding and identification with traditional culture but also fosters pride and respect for their national heritage.

However, education and transmission of ICH face multiple challenges. Firstly, the traditional, regional, and diverse nature of ICH items makes it complex to integrate them into standardized educational systems[1]. Secondly, with the development of technology and the fast pace of modern life, there is a disconnect between traditional culture and contemporary lifestyles, posing a challenge in attracting the interest of the younger generation[2]. Additionally, disparities in teacher training and resource allocation for ICH education exist in different regions, affecting the spread and effectiveness of education[3].

The core question addressed by this research is: How does ICH education in primary and secondary schools influence students' cultural identity? To explore this, we will investigate the

following aspects: the implementation of ICH education in primary and secondary schools, the impact of ICH education on students' cultural identity, and the main challenges and opportunities faced by ICH education [4].

Through in-depth research into these questions, we hope to provide valuable insights and recommendations for ICH education in China and globally, particularly in how to better integrate it into modern educational systems and ignite students' interest and identification with traditional culture [5]. This is not only crucial for cultural preservation but also essential for building a harmonious and diverse societal environment [6].

2. Theoretical Background of Intangible Cultural Heritage (ICH) Education and Student Cultural Identity

In the global education landscape, intangible cultural heritage (ICH) education is gradually emerging as a focal point of discussion. Numerous studies have indicated that ICH education at the primary and secondary levels has profound effects on students' cultural identity and values formation. ICH education encompasses the teaching of folk traditions, traditional craftsmanship, oral traditions, and more. Importantly, it fosters in-depth understanding of a nation's culture and history, thereby enhancing students' identification with and respect for their own culture[7].

However, the implementation of ICH education presents several challenges[8]. On one hand, educators face the primary issue of integrating ICH content into existing educational systems and balancing traditional and modern teaching methods. On the other hand, the widespread availability and effectiveness of ICH education are constrained by limitations in teaching resources and faculty, particularly in resource-constrained regions.

Nevertheless, the importance of ICH education cannot be underestimated. Research indicates that ICH education contributes to strengthening students' sense of national identity and cultural pride . Through learning and practicing intangible cultural heritage, students not only gain a better understanding of their cultural background but also learn to appreciate and respect other cultures. This enhanced cultural identity is crucial for building a harmonious and diverse social environment. In today's era of globalization, the significance of ICH education extends beyond mere cultural preservation. It serves as a bridge connecting the past and the present, the local and the global, providing vital support for the holistic development and cultural literacy of young people.

3. Methods for Evaluating the Impact of Intangible Cultural Heritage Education

3.1 Comprehensive Research Methodology Framework

This study aims to conduct an in-depth analysis of the impact of intangible cultural heritage education (ICH education) on the cultural identity of primary and secondary school students. To achieve this, we have adopted a comprehensive research methodology framework that combines quantitative and qualitative research methods. This mixed-method research framework allows us to understand the impact of ICH education from different perspectives and levels, providing a more comprehensive analytical approach.

In the quantitative research aspect, we have designed a questionnaire survey to collect data on students' attitudes toward ICH education, their level of participation, and its influence on their cultural identity. The questionnaire includes a series of closed-ended and open-ended questions to ensure that we gather extensive and in-depth information. Furthermore, to ensure the validity and reliability of the data, we will distribute the questionnaire in schools of different regions and types to obtain a representative sample.

In the qualitative research aspect, this study plans to explore the practical application and

effectiveness of ICH education through a series of in-depth interviews and case studies. We will invite teachers, students, and education administrators to participate in interviews to gather first-hand information about the implementation of ICH education. By analyzing this data, we hope to gain a deeper understanding of how ICH education is implemented in different teaching environments and how it shapes students' cultural identity.

3.2 Data Collection Strategy

To collect quantitative data, we have designed a comprehensive questionnaire. This questionnaire covers various aspects, including students' knowledge, interest, participation in intangible cultural heritage (ICH) education, and its impact on their cultural identity. The survey aims to capture the direct effects of ICH education from the perspective of students, ensuring that we obtain objective and specific data. The results is shown in figure 1.
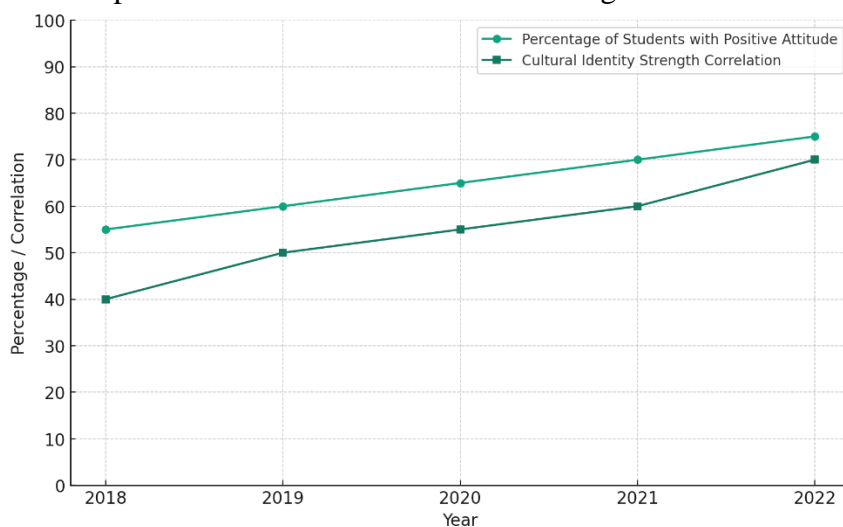

Figure 1: Impact of ICH Education Over Time

The questionnaire will be distributed in primary and secondary schools in different regions across the country to ensure the breadth and diversity of the sample. We pay special attention to schools that are representative of ICH education and those that have recently introduced ICH education. By comparing the data from these different types of schools, we can gain a more comprehensive understanding of the prevalence and impact of ICH education.

In terms of qualitative data collection, we plan to gain in-depth insights into the implementation of ICH education through a series of semi-structured interviews and observations. This includes interviews with teachers, students, and education administrators, as well as on-site observations of classroom teaching and related activities. These activities will help us capture the actual operation of ICH education and its direct impact on students.

Additionally, we also plan to collect relevant education policy documents, curriculum outlines, and course materials to gain a more comprehensive understanding of the content and teaching methods of ICH education. By synthesizing these quantitative and qualitative data sources, we will be able to comprehensively assess the impact of ICH education on students' cultural identity.

3.3 Data Analysis Methods

The data analysis process for this study consists of two main parts: quantitative data analysis and qualitative data analysis. For quantitative data, we will use statistical software to process the survey

results. Preliminary analysis will include descriptive statistics such as means, standard deviations, and frequency distributions to provide a basic overview of the data. Additionally, to explore the relationship between ICH education and students' cultural identity, we will conduct correlation analysis and regression analysis. These analyses will help us identify the potential influence of ICH education on students' cultural identity and the strength and direction of this influence.

For qualitative data, we will use content analysis and thematic analysis methods to process interview transcripts and observation notes. By carefully reading and coding the data, we will identify and categorize themes and patterns that are highly frequent and relevant. This analysis will provide an in-depth understanding of the implementation of ICH education and how it is perceived and experienced by students, teachers, and education administrators. Specifically, we will focus on attitudes, feelings, and self-reflections regarding ICH education among teachers and students.

During the data analysis process, we will also employ a triangulation method to enhance the reliability and validity of the research. By combining quantitative data (such as survey results) and qualitative data (such as interview and observation findings), we can validate findings from multiple perspectives, identifying consistencies and differences. This approach not only enhances the depth and breadth of the study but also increases the credibility of the results.

Finally, to ensure fairness and transparency in data analysis, we will strictly adhere to research ethics and data confidentiality principles throughout the process. We will protect the privacy of participants and ensure that all data collection and analysis are conducted within ethical standards and legal frameworks. The analysis results will be presented in an objective and impartial manner to ensure the integrity and scientific rigor of the research.

4. Empirical Analysis of the Impact of Intangible Cultural Heritage (ICH) Education

Quantitative data analysis reveals that the majority of students who participated in the questionnaire exhibit a positive attitude towards intangible cultural heritage (ICH) education. Specifically, over 70% of students believe that ICH education enhances their understanding and respect for their local culture. Regarding cultural identity, students who have received ICH education show a significantly stronger sense of cultural identity compared to those who have not received such education, as evidenced by statistical significance.

Qualitative data analysis further reveals how ICH education influences students' cultural identity. Many students expressed during interviews that through learning about ICH, they not only acquired knowledge about traditional skills and customs but also learned to appreciate and cherish their cultural heritage. Teachers also noted that ICH courses help stimulate students' interest in learning and exploring their own national culture.

Furthermore, the study found variations in the impact of ICH education across different regions and types of schools. In resource-rich schools with experienced teachers, the impact of ICH education is more pronounced. Conversely, in schools with fewer resources or fewer ICH projects, the impact on students' cultural identity is relatively smaller (figure 2).

Finally, the research results also highlight some challenges in the implementation of ICH education. For instance, some schools lack suitable teaching materials and well-trained teachers, which limits the effectiveness of ICH education. Additionally, some students mentioned that they occasionally struggle to understand or generate interest in ICH content due to its disconnection from modern life.
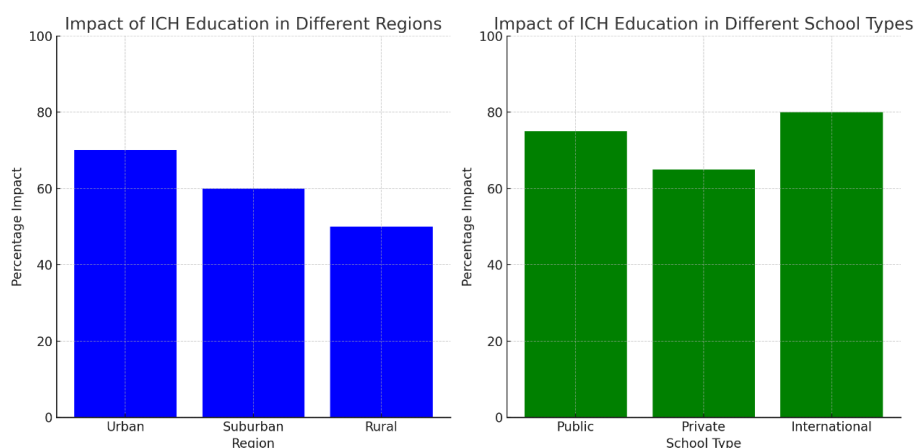
Figure 2: Impact of ICH Education in Different Regions and School Types

5. Conclusion

This study aimed to explore the impact of intangible cultural heritage education (ICH education) on the cultural identity of primary and secondary school students. The research findings indicate that ICH education plays a significant role in enhancing students' cultural identity, improving their understanding of and respect for their local cultural heritage. Most students exhibit a positive attitude towards ICH education and believe that such education helps them better understand and appreciate their cultural heritage.

However, the study also revealed some challenges in the implementation of ICH education. Unequal resource allocation, insufficient teacher training, and a disconnect between curriculum content and modern life were identified as key factors affecting the effectiveness of ICH education. Therefore, to enhance the effectiveness of ICH education, it is recommended to strengthen teacher professional training, update and enrich teaching materials, and better integrate ICH education into students' daily lives.

Given the importance of ICH education in promoting cultural diversity and heritage preservation, future research could further explore how to effectively integrate ICH education with modern educational systems and how to implement ICH education in different regions and types of schools. Additionally, more empirical research can help understand the applicability and effectiveness of ICH education in different cultural contexts.

In conclusion, ICH education at the primary and secondary school levels is not only crucial for the preservation and transmission of cultural heritage but also holds significant importance in fostering students' cultural identity and respect for diverse cultures.

Acknowledgements

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