

Research on the Construction and Practice of Intangible Cultural Heritage Education Inheritance Mode in Shaanxi Universities from the Perspective of Double Synergy

Sihan Wang*

School of Design and Art, Xijing University, Xi'an, China

wangsihan@xijing.edu.cn

**corresponding author*

Keywords: Double Synergy, Intangible Cultural Heritage, Colleges and Universities, Educational Inheritance, Practice

Abstract: With the intensification of economic globalization and the development of social diversification, the protection of intangible cultural heritage has become a hot topic. As an important part of the protection of intangible cultural heritage, the education and inheritance of intangible cultural heritage in colleges and universities is particularly important. This paper, from the perspective of double synergy, discusses how to construct an inheritance model of intangible cultural heritage education suitable for Shaanxi universities, and puts forward some suggestions on "double-qualified" teaching model, special research and cultural experience activities, which is of great significance to improve students' cultural literacy and cultural self-confidence.

1. Introduction

Intangible cultural heritage is the crystallization of human wisdom, the essence of culture and the precious wealth of inheritance. With the acceleration of globalization and the increasingly significant cultural diversity, the protection and inheritance of intangible cultural heritage is particularly important. As the inheritor and promoter of intangible cultural heritage, colleges and universities bear important responsibilities and missions. Shaanxi is a very important cultural province with rich intangible cultural heritage resources, and the inheritance of intangible cultural heritage education in Shaanxi universities has also attracted much attention. However, in the process of inheritance, Shaanxi universities are facing many challenges. On the one hand, there are not enough inheritors, the way of inheritance is not flexible enough, and the problems in the process of inheritance are also prominent; On the other hand, the inheritance mode is single, and the inheritance effect is difficult to be guaranteed. Therefore, how to build a scientific and effective inheritance model of intangible cultural heritage education in Shaanxi universities has become a hot research topic at present.[1].

Therefore, from the perspective of double synergy, this paper discusses how to build an educational inheritance model of intangible cultural heritage suitable for Shaanxi universities, and

how to strengthen the protection and inheritance of intangible cultural heritage through practical teaching.

2. The Concept of Double Collaborative Horizons

Double collaborative vision is a comprehensive concept, which refers to establishing a cooperative relationship between different subjects, participating in an activity or work together, realizing the sharing and complementarity of knowledge, resources and experience, so as to improve the overall performance and efficiency. Specifically, the double collaborative horizon can be divided into the following two levels:

(1) Internal collaboration: that is, collaboration between different departments or teams within an organization. Through internal collaboration, the sharing and integration of knowledge, resources and skills can be realized, and the internal performance and benefits of the organization can be improved.

(2) External collaboration: namely, the collaboration between the organization and external partners. Through external collaboration, external resources, experience and market can be shared and integrated, and the influence and market share of the organization can be expanded.

In the field of intangible cultural heritage education and inheritance, the dual synergy vision refers to the mutual cooperation and complementarity between universities and society, and through the synergy of both sides, the protection, inheritance and innovation of intangible cultural heritage can be realized together. In this process, colleges and universities can give full play to their advantages in academic research and talent training, and provide talent support and academic support for the protection and inheritance of intangible cultural heritage; The society can provide a wider range of resources and platforms to provide practical basis and actual needs for education, teaching and scientific research in colleges and universities.[2].

3. The Problems in the Inheritance of Intangible Cultural Heritage Education in Shaanxi Universities

Shaanxi is one of the provinces with the richest intangible cultural heritage resources in China, and it is also one of the regions with abundant educational resources. Taking a university in Shaanxi as a case, this paper makes a detailed investigation and analysis on the inheritance practice of intangible cultural heritage education in this school, and discusses the effect and existing problems of the inheritance model of this school.

Research methods: This research adopts a combination of questionnaire survey and interview. A questionnaire survey was conducted among teachers, students, experts, scholars and related administrators of the intangible cultural heritage inheritance in this school to understand their cognition, attitude and evaluation of the inheritance model. At the same time, we also conducted in-depth interviews on some inheritance projects in the school to understand the specific situation and existing problems in the inheritance practice.

Survey results: (1) The inheritance effect is average. The survey results are shown in Table 1. The intangible cultural heritage inheritance project of this school has a general performance in inheritance effect. Although colleges and universities in Shaanxi have rich intangible cultural heritage resources, there are some problems in the utilization of educational resources. On the one hand, because the subject nature of traditional culture is not as good as popular subjects such as science, engineering and economics, the inclination of educational resources distribution makes it difficult for traditional culture courses to obtain sufficient resource support; On the other hand, due to the professional nature of colleges and universities, the inheritance of many intangible cultural heritages has not received enough attention.

Table 1: Investigation Results of Inheritance Effect

evaluating indicator	percentage
very good	15%
better	25%
common	45%
bad	15%

(2) The mode of inheritance is not flexible enough. The survey results are shown in Table 2. It is found that the school's inheritance mode is relatively simple, mainly through classroom teaching and practical activities, but lacks innovative inheritance methods and means. In addition, there is no effective evaluation and feedback mechanism in the process of inheritance, so it is impossible to find problems and adjust the direction in time.

Table 2: Investigation results of inheritance methods

Inheritance mode	percentage
Classroom teaching	70%
practical activity	20%
other	10%

(3) The inheritance content needs to be enriched. The survey results are shown in Table 3. It is found that the contents of the school's heritage projects mainly revolve around traditional handicrafts and folk culture, but other types of intangible cultural heritage, such as traditional music, dance and opera, have not been fully paid attention to and inherited, and it is necessary to further enrich the heritage content.

Table 3: Investigation Results of Inheritance Content

Inherit content	percentage
handwork	50%
folk culture	thirty percent
Music and dance	10%
Traditional Chinese opera and folk art	10%

4. The Construction and Practice of Intangible Cultural Heritage Education Inheritance Model in Shaanxi Universities

In view of the problems in the inheritance of intangible cultural heritage education in Shaanxi universities, this paper comprehensively considers the educational concept, teaching content, teaching methods and teaching resources from the perspective of double synergy. This paper puts forward the construction scheme of intangible cultural heritage education inheritance mode in Shaanxi universities from the perspective of double synergy, including "double-qualified" teaching mode, special research, and cultural experience activities and so on.[3-6].

4.1 A "Double-Qualified" Teaching Model

"Double-qualified" teaching mode refers to the teaching mode in which college teachers and non-genetic inheritors participate in teaching activities together to realize knowledge transfer and skill inheritance. Under this model, college teachers are responsible for imparting relevant knowledge and theories of intangible cultural heritage, while non-genetic inheritors are responsible for imparting practical skills and operational skills of intangible cultural heritage. The two sides work together to promote the inheritance and development of intangible cultural heritage.

Specific implementation, you can use lectures, seminars, practice and other forms. By explaining the relevant knowledge and theories of intangible cultural heritage, college teachers guide students to understand the history, cultural connotation, present situation and protection of intangible cultural heritage. Non-genetic inheritors teach students practical skills and operational skills of intangible cultural heritage through practice and demonstration. For example, in the process of inheriting Shaanxi paper-cutting skills, college teachers can explain the history, cultural connotation and development status of paper-cutting, while paper-cutting inheritors can teach students the practical skills and operation skills of paper-cutting skills through demonstration and guidance.[7-10].

Through the "double-qualified" teaching mode, the inheritance and development of intangible cultural heritage can be effectively promoted. On the one hand, the professional knowledge of college teachers can provide students with comprehensive and systematic knowledge of intangible cultural heritage and provide theoretical support for the inheritance of non-genetic inheritors; On the other hand, the practical experience of non-genetic inheritors can provide students with real and vivid practical experience of intangible cultural heritage and help students better understand and master intangible cultural heritage skills. In addition, the cooperation between the two sides can enable non-genetic inheritors to better inherit skills, and also enable students to better understand intangible cultural heritage, and further promote the protection and inheritance of intangible cultural heritage.

4.2 When Implementing the "Double-Qualified" Teaching Mode, We Need to Pay Attention to the Following Points

(1) Determine the roles and responsibilities of non-genetic inheritors. Non-genetic inheritors need to play the role of skill inheritors in the teaching process, and need to teach practical skills and operational skills of intangible cultural heritage. At the same time, non-genetic inheritors also need to understand the teaching content and teaching objectives in order to better cooperate with the teaching work of college teachers.

(2) Determine the roles and responsibilities of college teachers. Teachers in colleges and universities need to play the role of knowledge givers and impart relevant knowledge and theories of intangible cultural heritage. At the same time, college teachers also need to understand the practical experience and technical characteristics of non-genetic inheritors in order to better cooperate with the teaching work of non-genetic inheritors.

(3) Establish teaching objectives and teaching contents. When implementing the "double-qualified" teaching mode, it is necessary to clarify the teaching objectives and teaching contents. The teaching objectives should include both the imparting of intangible cultural heritage knowledge and the inheritance of intangible cultural heritage skills. The teaching content should include not only the knowledge of the history, cultural connotation, present situation and protection of intangible cultural heritage, but also the practical skills and operational skills of intangible cultural heritage.

(4) Reasonable arrangement of teaching time and teaching form. When implementing the "double-qualified" teaching mode, it is necessary to arrange the teaching time and teaching form reasonably. Lectures, seminars, practice and other forms can be adopted, and different teaching methods and forms can also be adopted according to the technical characteristics of different intangible cultural heritage.

4.3 Special Research

Thematic research refers to a teaching mode that provides theoretical support for the inheritance and development of intangible cultural heritage by in-depth study of its cultural connotation and

value. In special research, students need to deeply understand the history, cultural connotation, present situation and protection of intangible cultural heritage, and combine practical activities and field surveys to conduct special research and exploration.[11].

In the concrete implementation, we can adopt various forms such as group research and paper writing. Students can choose their own research direction, or teachers can specify research topics. In the process of research, students need to consult relevant literature, conduct field investigation and so on, deeply understand the history, cultural connotation and current situation of intangible cultural heritage, and further explore the protection and inheritance of intangible cultural heritage in combination with practical activities.[7].

Through special research, students can better understand the history, cultural connotation and present situation of intangible cultural heritage, enhance their knowledge and understanding of intangible cultural heritage, and at the same time improve their research ability and innovation ability. In addition, special research can also provide theoretical support for the inheritance and development of intangible cultural heritage, and provide new ideas and methods for the protection and inheritance of intangible cultural heritage.

In the implementation of special research, we need to pay attention to the following points:

(1) Determine the research direction and topic. Students can choose research directions and topics according to their personal interests and specialties, and teachers can also specify research directions and topics. It should be noted that the research direction and topics should be related to the inheritance and development of intangible cultural heritage, and have certain research value and practical significance.

(2) Determine the research method and process. Students need to determine the research methods and processes, including literature review, field investigation, interviews and other work. It should be noted that the research process should combine practical activities and field surveys to deeply understand the protection and inheritance of intangible cultural heritage.

(3) Write a research report. After completing the research work, you can write a research report, summarize and summarize the research process and achievements, show the cultural connotation and inheritance history of intangible cultural heritage, and also show the inheritance skills of intangible cultural heritage.

(4) Show the results. You can show the research results to the public by holding exhibitions, performances and reports on intangible cultural heritage, and publicize the protection and inheritance of intangible cultural heritage.[12].

4.4 Cultural Experience Activities

Cultural experience is one of the most important forms of intangible cultural heritage education. By visiting, experiencing and practicing, students can fully understand the history, cultural connotation and inheritance status of intangible cultural heritage, and at the same time, they can enhance their understanding and experience of intangible cultural heritage. In order to implement cultural experience activities, colleges and universities need to give full play to their own resources and non-genetic inheritors. On the one hand, inheritors of intangible cultural heritage can be invited to the school to give lectures or show on the spot, so as to provide comprehensive and systematic knowledge of intangible cultural heritage. On the other hand, students can be organized to visit and experience the location of intangible cultural heritage projects, so that students can feel and understand the true face and connotation of intangible cultural heritage at close range.[13]. In order to better realize cultural experience activities, universities should strengthen cooperation with intangible cultural heritage inheritance organizations and realize the interaction between universities and intangible cultural heritage organizations. Through cooperation, we can enrich the content and

form of cultural experience activities and improve students' interest and love for intangible cultural heritage. For example, visit the location of intangible cultural heritage projects, such as traditional craft workshops and opera performance places, as shown in Figure 1.



Figure 1: Students experience paper-cut culture

4.5 Sharing of Teaching Resources

Teaching resource sharing refers to the cooperation between universities and intangible cultural heritage inheritance organizations, sharing teaching resources and improving the quality and level of intangible cultural heritage education.[8].

(1) Colleges and universities can cooperate with non-legacy organizations to jointly develop intangible cultural heritage education resources, including teaching materials, videos and online courses, so as to provide rich and comprehensive intangible cultural heritage education resources.

(2) Schools can strengthen the integration and sharing of intangible cultural heritage resources and form interdisciplinary and comprehensive inheritance courses. This can be achieved by establishing an interdisciplinary research center for intangible cultural heritage, which can gather experts and scholars from different disciplines to study intangible cultural heritage collaboratively and promote exchanges and cooperation between disciplines. At the same time, schools can design interdisciplinary courses, such as combining history, geography, literature and other disciplines with intangible cultural heritage to form a comprehensive inheritance course.

(3) Schools can offer some community service courses to let students practice and inherit intangible cultural heritage in the community. This can not only improve students' knowledge and understanding of intangible cultural heritage, but also promote the interaction and cooperation between schools and communities, and jointly promote the inheritance of intangible cultural heritage [14-15], as shown in Figure 2.



Figure 2: Exhibition of intangible cultural heritage

4.6 Explore diversified ways of inheritance.

The relatively single mode of inheritance is one of the problems facing the inheritance of intangible cultural heritage. Schools usually only adopt traditional classroom teaching methods to inherit intangible cultural heritage, ignoring other effective ways of inheritance. Therefore, it is suggested that schools explore diversified ways of inheritance, including but not limited to classroom teaching and practical activities. This can meet the learning needs and interests of different students and improve the inheritance effect of intangible cultural heritage.

Digital technology is an important tool to innovate the ways and means of intangible cultural heritage inheritance. Schools can design games and interactive displays for intangible cultural heritage inheritance, and increase students' learning interest and participation through digital technology, thus improving the inheritance effect of intangible cultural heritage. For example, virtual reality technology can be used to let students better understand and experience the value and significance of traditional skills.

In order to ensure the effectiveness and sustainability of the inheritance work, the school also needs to establish an effective evaluation and feedback mechanism. The evaluation and feedback mechanism can find problems and adjust the direction in time to ensure the quality and sustainability of the inheritance work. For example, schools can regularly evaluate the inheritance work, collect students' feedback, and constantly improve and improve the ways and means of inheritance according to the feedback, as shown in Figure 3.



Figure 3: Diversified ways of inheritance.

4.7 Enrich the inheritance content and diversify the choices.

In order to strengthen the inheritance and protection of traditional culture, schools need to enrich the inheritance content, expand the scope of inheritance and cover more types of intangible cultural heritage. This can improve students' cognition, interest and enthusiasm for intangible cultural heritage, and enhance their sense of responsibility for the protection and inheritance of traditional culture.

There are many ways to enrich the content of inheritance. For example, traditional music, dance, opera and other activities can be held to let students understand and experience the charm and value of traditional culture more deeply. In addition, schools can introduce more intangible cultural heritage content and broaden the scope of inheritance through cooperation with cultural institutions and art groups. For example, traditional craftsmen can be invited to make a demonstration of handicraft production, so that students can experience and feel the essence of traditional skills, as shown in Figure 4.

In order to give students and the public more choices and participation space, the school can also classify and grade the inheritance projects. In this way, students and the public can choose their own interesting inheritance projects more pertinently, and improve the social benefits and influence of inheritance work. For example, we can divide heritage projects into different themes and levels, such as "traditional music", "traditional dance" and "traditional handicrafts", and set corresponding courses and activities to meet the needs of different groups of people.



Figure 4: The inheritor gives an explanation.

5. Summary

This paper discusses how to construct the inheritance model of intangible cultural heritage education suitable for colleges and universities in Shaanxi Province from the perspective of double synergy. With the development of global economy and social diversification, the protection of intangible cultural heritage has become an important topic. As a part of the protection of intangible cultural heritage, the educational inheritance of intangible cultural heritage in colleges and universities is particularly important. Suggestions on "double-qualified" teaching mode, special research and cultural experience activities are put forward, which are of great significance to improve students' cultural literacy and cultural self-confidence. At the same time, it also helps to promote the inheritance and protection of intangible cultural heritage, and provides useful ideas and methods for intangible cultural heritage education in colleges and universities.

Acknowledgements

The paper supported by the 2022 Shaanxi Provincial Education Science "14th Five Year Plan" Project, "Research on the Construction and Practice of Intangible Cultural Heritage Education Inheritance Model in Shaanxi Universities from the Perspective of Double Synergy" Project No.: SGH22Q184

References

- [1] Liu Yanfeng, Yin Shuling. *Research and practice of intangible cultural heritage education mode in colleges and universities. Electronic Technology and Software Engineering*, 2019(06):223-224.
- [2] Wang Li, Liu Hong. *Exploration on the path of intangible cultural heritage protection and inheritance in colleges and universities. Academic Exploration*, 2018(04):104-105.
- [3] Zhang Jun, Li Min. *Present situation, problems and countermeasures of intangible cultural heritage education in colleges and universities. Education and Teaching Forum*, 2020(20):84-85+91.
- [4] Guo Xinxin, Chen Jiajia. *Theory and Practice of Intangible Cultural Heritage Education in Colleges and Universities. Journal of Ethnic Education*, 2019(06):29-32.

- [5] Yuan Lifeng. *Cultural Consciousness and Cultural Confidence in the Inheritance of Intangible Cultural Heritage in Colleges and Universities*. *Education Academic Monthly*, 2019(18):13-16.
- [6] Chen Guifen, Meng Caixia. *Study on the Construction of Intangible Cultural Heritage Education Inheritance Mode in Shaanxi Universities*. *Commercial Economy*, 2018(16):251-252.
- [7] Han Hua, Zhang Beibei. *Research on the present situation and problems of intangible cultural heritage education in colleges and universities under the background of double innovation*. *Ningbo Higher Education Research*, 2020,5(5):26-29.
- [8] Liang Yajing, Li Huayang. *Practice and thinking on the protection and inheritance of intangible cultural heritage in colleges and universities*. *Heilongjiang Higher Education Research*, 2020,34(06):27-28.
- [9] Shen Yufeng. *Research on Non-genetic Inheritance and Innovation of Colleges and Universities under the Double Innovation Mode*. *China Education (Higher Education Research and Evaluation)*, 2019(6): 96-102.
- [10] Liu Xueqin. *Research on the Educational Model of Intangible Cultural Heritage in Colleges and Universities from the Perspective of Social Synergy*. *China Higher Education Research*, 2019(9): 87-92.
- [11] Sun Hongwei, Yang Lichao. *Integration of Inheritance and Innovation: A Review of Intangible Cultural Heritage Education in Colleges and Universities*. *Foreign Education Research*, 2020(1): 105-115.
- [12] Ma Jie. *On the practice of intangible cultural heritage inheritance in Shaanxi universities*. *Journal of Shaanxi Normal University (Philosophy and Social Sciences Edition)*, 2019(4): 100-105.
- [13] Zhang Jie. *Investigation and problem analysis of intangible cultural heritage education in Shaanxi universities*. *Education and Teaching Forum*, 2019(23): 116-117.
- [14] Zhang Sixuan. *Research on College Intangible Cultural Heritage Education Based on Community Collaboration*. *Modern Education Management*, 2020(1): 88-92.
- [15] Wang Shiwen. *Research on the Innovation of Intangible Cultural Heritage Education Mode in Shaanxi Universities Based on the Digital Age*. *Science and Technology Innovation and Application*, 2020(8): 97-99.