

# *Cultivation of Hearing-impaired Talents in Intangible Cultural Heritage Handicrafts and Their Affective Disorders*

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**Abstract:** In recent years, especially traditional crafts are contributing in promoting employment, increasing income and poverty alleviation, relying on its unique advantages of large coverage, sufficient quantity and close relevance to the production and public life, providing numerous disabled people with opportunities for entrepreneurship and employment. This study took Zhejiang Vocational College of Special Education as an example, including literature analysis method, logical analysis method and empirical analysis method have been adopted. The college has taken the physical and mental characteristics and ability features of hearing-impaired students as the entry point from 2020, innovatively set up a barrier-free, intelligent teaching environment combined with ideological and political education, constructed a talent training service system with college-enterprise collaboration, designed an intangible cultural heritage course system, satisfied the emotional development demands of hearing-impaired students, eliminated the mental barriers to learning, precisely focused on the economic development requirements of the local intangible heritage industry and the position ability requirements, improved the learning efficiency and quality of hearing-impaired students. We have discovered, In the cultivation of intangible cultural heritage handicraft talents, the mental health education of hearing-impaired students should be put on the equally priority as skill training, and paying attention to the emotional development demands of hearing-impaired students would help them build up self-confidence and integrate into mainstream society. It also contributed significantly to the improvement of their intangible cultural heritage skills. Hearing-impaired students have won many awards in various skill competitions and the employment rate has increased significantly.

## 1. Introduction

The disabled group has a rich reserve of skilled talents and is an important force in the protection and inheritance of intangible cultural heritage. Disabled who are engaged in traditional crafts are rich in artistic creativity, and they adhere to the artisan spirit of excellence, playing an important role in the protection and intangible cultural heritage. However, disabled groups, especially

hearing-impaired people, have their mental health affected by personal factors such as the degree of hearing impairment, family factors such as language environment, and social factors such as environment and support, even normal study and life are affected. Improving mental health services for hearing impaired people, assisting them to overcome inferiority, and building up self-confidence to better integrate into society are also important issues should be solved in the teaching of intangible cultural heritage skills. Zhejiang Vocational College of Special Education, as the first independently institution in China and the only public general higher vocational college in Zhejiang Province aiming at cultivating senior disabled skill talents and professionals serving the disabled, Based on the characteristics of hearing impaired students, Zhejiang Vocational College of Special Education focused on and attached emphasis to the emotional development demands of hearing-impaired students, and put the mental health education of hearing-impaired students on an equal priority with the cultivation of professional knowledge and skills. In accordance with the educational idea of "position description, task analysis, ability orientation and course reconstruction", has built a professional group of intangible cultural handicraft skills with the major of arts and crafts design as the leading major, and the majors of ethnic traditional arts and crafts, digital media art and design, Chinese and Western baking and tea art and tea culture as the key areas of product design, production, inheritance and innovation, so as to realize the dynamic matching between the supply of professional talents training and the demand of cultural and creative industries. At the same time, it relied on "Wuzhou Kiln Ceramic Firing Technique", "Yue Kiln Celadon Firing Technique" Fan Making Technique", "Copper Carving Technique", "Tie-dyeing Technique" and other national and provincial intangible cultural skills enterprises to develop joint training for local disabled intangible cultural handicraft inheritance talents. In addition, it provided short-term training in intangible cultural skills for people with disabilities throughout Zhejiang, which promoted the inheritance, continuation and development of local intangible cultural industries while promoting increased income for people with disabilities and local economic growth.

## 2. Literature Overview

The Circular of the State Council on Issuing the Outline of the 13th Five-Year Plan for Accelerating the Moderately Prosperous Process of Disabled People clearly stated that multiple channels should be developed to support independent entrepreneurship and flexible employment of disabled people, and to support the participation of disabled people in intangible cultural heritage inheritance, revitalization of traditional handicrafts, and home-based handicraft projects [1]. Studies have indicated that some disabled people had already engaged in some disciplines of intangible cultural heritage, and they could perform not only competently, but in some areas of art and skill learning even highlighted the possibility that disabled people were more advantageous than ordinary people due to their altered physiological conditions [2]. Xu Chenyu and others' study concluded that the combination of disabled people and intangible cultural heritage can improve the problem of low employment rate and low level of employment for disabled people, but also can promote the development of intangible cultural heritage preservation and inheritance projects, so as to reduce the double burden of society, and can achieve a win-win situation in the process of integration practice. They believed that employment in intangible cultural heritage for people with disabilities was highly potential, especially in handicraft intangible cultural heritage projects could give full play to the advantages of this combination [3]. Sun Hui, Bai Xianchun and others suggested that when teaching intangible cultural heritage skills to disabled people, the physical and mental developmental characteristics of different types of disabled people and the characteristics of local projects should be taken into account, and intangible cultural heritage projects should be selected in

priority to carry out relevant skills teaching [2,4].

Researchers have proved through a lot of theoretical and practical studies that mastering intangible cultural skills can be an effective way for disabled people to fulfill their employment at present, but the physical and mental characteristics of different types of disabled people should be fully considered in the process of talent training. This study mainly targeted the hearing-impaired group, so the physical and mental characteristics of the hearing-impaired people should be fully considered in the talent training. Through a review of foreign research on the mental health of hearing-impaired people in the past 30 years, Danying Zeng found that personal factors such as the degree of hearing impairment, family factors such as family language environment, and social factors such as social environment and support were the main factors affecting the mental health of hearing-impaired people, and that ways to establish a mental health service system for hearing-impaired people in terms of language intervention, campus services, and community support were required to better solve the mental problems of hearing-impaired people and to obtain a healthier life and better learning status [5]. Zou Shandan's study concluded that due to the special physical characteristics, college students with hearing impairment would encounter many difficulties in study and life, and face more pressure in employment, which would lead to more negative emotions and mental problems than able-bodied college students, and actively developing mental health education and constructing a perfect mental health system to guarantee the growth of college students with hearing impairment [6]. In her study, Wei Zhen emphasized the importance of concern for the mental health condition of students with hearing impairment, and the study of its influencing factors and interventions was of great importance for students with hearing impairment to actively cope with employment and better adapt to society [7]. Through the above research analysis, we found that particular attention should be paid to the physical and mental health of hearing-impaired students and to the emotional development demands of hearing-impaired students in the training of intangible cultural heritage handicraft talents.

### **3. Research Methods**

#### **3.1. Literature Analysis Method**

To collect and organize the research data from domestic and foreign countries about the talent cultivation of intangible cultural heritage for disabled people, employment of intangible cultural heritage for disabled people, mental health education for students with hearing impairment and the influencing factors, etc., and to gain an in-depth knowledge of the current situation and trend of research on the talent cultivation for disabled people in the field of intangible cultural heritage handicraft, in order to provide an essential theoretical basis for this study.

#### **3.2. Logical Analysis Method**

The factual information from the relevant literature and investigation was analyzed and considered through systematic analysis, integration, summarization and deduction. We summarized and deduced the objectives, specifications, course, and effects of the current situation of cultivating talents of intangible cultural handicraft skills for students with hearing impairment, generalized the characteristics and weaknesses, and generated suggestions for cultivating talents of intangible cultural handicraft skills for students with hearing impairment.

#### **3.3. Empirical Analysis Method**

Taking Zhejiang Vocational College of Special Education as an example, this study proposes

specific solutions to the development needs of the physical and mental health of hearing-impaired students and the problems in the cultivation of talents in the field of intangible cultural heritage handicraft skills, aiming to effectively solve the problems of the mismatch between the educational environment and social adaptation, the problem of insufficient support for capacity cultivation, and the problems of sustainable development of talent cultivation and weak educational mechanism, in order to effectively ensure the quality of talent cultivation for hearing-impaired students in the field of intangible cultural heritage handicraft skills.

## **4. Results**

### **4.1. Innovatively Set up a Barrier-free, Intelligent Teaching Environment Combined with Ideological and Political Education, to Satisfy the Physical and Mental Health Development Demands of Hearing-impaired Students**

Due to the impairment in verbal communication, students with hearing impairment can only understand the real world with their eyes, and may easily form one-sided and subjective views, resulting in apathy, retreat, and inferiority complexes. Hearing and speech impairments also limited their social range, fearing judgments and special attention from others, and they easily developed inferiority feelings, losing self-confidence, impulsiveness and irritability [7]. Based on the physical and mental characteristics of hearing-impaired students, the school firstly set up five common educational environments for disabled and able-bodied students: “ Learning together, sharing resources together, creating projects together, promoting abilities together, and achieving goals together” [6], so as to solve the problem of the mismatch between the educational environment and the social situation, which can benefit hearing-impaired students to adapt to the mainstream social environment as soon as possible, and also contribute to the social acceptance of hearing-impaired students. Secondly, artificial intelligence and information technology were utilized to ensure barrier-free communication for hearing-impaired students: Xunfei intelligent system and tools such as audio book translation were utilized to realize real-time speech to text conversion, to create a barrier-free learning environment, and to solve the problem of hearing-impaired students' incomplete access to information simply from sign language. By utilizing the smart classroom system and aiding the usage of the paired easy teaching platform and virtual live streaming software, a smart learning environment was constructed to satisfy the hardware and software teaching requirements of hearing-impaired students. Finally, true stories of outstanding hearing-impaired students were presented in skill teaching classes to encourage students to gain confidence and integrate into society. Based on the real business of partner companies, a platform was provided for students with hearing impairment to improve their skills. The “Intangible Cultural Heritage for Rural Revitalization” social activity served as an outreach program to inspire students to be grateful to society and to devote themselves. By setting up a barrier-free, intelligent teaching environment combined with ideological and political education, to satisfy the physical and mental health development demands of hearing-impaired students. Students can focus more on learning skills and integrate into society more actively.

### **4.2. Establishing a Talent Training Service System through Cooperation between the College and Enterprises to Precisely Connect the Position Requirements of the Development of Local Intangible Cultural Heritage Skills**

Based on the education concept of “ability-based” for students with hearing impairment, the college has built a platform of “100 famous artists to support special education” and formed a talent cultivation model based on the cooperation between the college and enterprises and the integration

of industry and education. The college cooperated with enterprises and integrated industry and education to develop a talent cultivation model of “leading by famous artists, integrating industry and education, one major, one minor and one speciality”. The college gave full play to the dual functions of “connecting with external enterprises” and “coordinating and managing internally” of the education platform, promoted the close connection between the training supply of talents with hearing impairment and the demand of enterprises, precisely matched the dynamic development requirements of the local intangible cultural heritage industry. The reform and innovation of talent cultivation mode such as “Qiu Haisuo Master Studio” and “Liu Hua Master Studio” and “Ai Jingwei Master Studio” have carried out to solve the problem of “isolation” between talent cultivation supply and enterprise demand. To make the professional talent training deeply matching the demands of local intangible cultural heritage industry development, and formed an effective talent training service system of cooperation between the college and enterprises. Through the joint training between the college and enterprises, the work skills of students have been significantly improved, and the employment rate of hearing-impaired students in the last two sessions has reached 100%. Students have competed with able-bodied students in provincial-level or above competitions and won several awards, including two second-class awards and four third-class awards. Some hearing impaired students have become the main talent of local intangible cultural inheritance, contributing to the promotion of common prosperity for the disabled and the revitalization of local intangible cultural industries.

#### **4.3. Designing a Course System that Serves the Local Intangible Cultural Heritage Industry and Precisely Focuses on the Requirements of Economic Development**

Based on the action-oriented principle, the college focused on the requirements of the economic development of the local intangible cultural heritage industry, closely connected with the inheritors of intangible cultural heritage, and constructed the “one orientation, two integration, four progression” intangible cultural heritage handicraft course system according to the principle of “integration and sharing”. With the “intangible cultural heritage project” as the guide, the two integration lines of “integration of college and enterprise, and integration of course system and certificate” as the main lines, and this education concept ran through the whole process of the basic and professional courses of the professional group. With “1311” as the training pathway, the progression from shallow to deep, from in-school to out-of-school, one semester of professional foundation covering all main majors, three semesters of professional orientation to solidly cultivate professional skills, one semester of in-school practical training to familiarize with vocational skills, and one semester of out-of-school practical training to refine and exercise vocational skills, so as to promote students with hearing impairment to adapt to society and integrate into society. At the same time, the program has cooperated with masters of intangible cultural heritage, jointly developing three textbooks and short-term training on intangible cultural heritage for people with disabilities in the local associations of people with disabilities, and conducting training on intangible cultural heritage skills. A total of 35,480 people have been trained in intangible cultural heritage skills such as “Blue Print” and “Hangzhou Embroidery for the Disabled”.

#### **4.4. To Establish a Multi-driven Talent Training Evaluation System to Accurately Match the Development Requirements of Working Ability**

The College focused on the quality of the course in the evaluation of the working ability of hearing-impaired students. Both the College and the enterprise jointly participated in the establishment of evaluation platform, and took the role of course teaching in employment and its contribution to the development of enterprises as an important indicator to measure the quality of

the course. The content of course evaluation included course design, course implementation, students' learning effect, vocational ability and impact on enterprises, etc. It was necessary to evaluate not only the mastery of hearing-impaired students' intangible cultural heritage working skills, but also to make a comprehensive evaluation based on hearing-impaired students' daily performance, learning attitude, commitment to the course and the quality of completing various learning and practical tasks, problem-solving ability, innovation ability and team cooperation ability, and to connect the course evaluation with vocational qualification or 1+X vocational skill level certificate to make the course evaluation more career-oriented and effective. At the same time, the course evaluation object was not limited to students, but also included teachers and industry experts from schools and enterprises. In the evaluation, “static evaluation and dynamic evaluation, summative evaluation and formative evaluation, qualitative evaluation and quantitative evaluation” were comprehensively combined [8], so as to make a comprehensive and objective evaluation of hearing-impaired students, to make evaluation play a more positive guiding role and accurately match the development requirements of working ability. By establishing a diversified evaluation system, the work skills of hearing-impaired students have been significantly improved and highly recognized by industry companies in order to realize the provision of effective human resources for enterprises.

## 5. Conclusion

Vocational education for the disabled is a warm type of vocational education. Accelerating the development of vocational education for disabled people “can enable them to master the knowledge and skills of an occupation in order to promote them to better adapt to modern social life and achieve true economic and personal independence--providing guarantees for employment, self-reliance, and self-improvement.” It also enables disabled people to be more dignified and meaningful in their lives. Students with hearing impairment have been trained through vocational education to diversify their career in the field of intangible cultural heritage handicraft, and many new occupations have been derived, such as “intangible cultural heritage inheritor, intangible cultural heritage teacher, intangible cultural heritage industry company, intangible cultural heritage product production”, etc. The employment prospects in the field of intangible cultural heritage handicraft is worthy of anticipation. Zhejiang Vocational College of Special Education explored and practiced the cultivation of intangible cultural heritage handicraft talents for hearing-impaired students, took the initiative to cooperate with the local government on the intangible cultural heritage industry to construct a professional group, placed the mental health education of hearing-impaired students on the equal priority with the teaching of skills, solved the mental barriers of hearing-impaired students, assisted them in building self-confidence, focused on the learning of intangible cultural heritage skills and actively integrated into society, so as to effectively improve the employability and employment quality of hearing-impaired students, which has now become a model for the development of other majors in the university. From now on, colleges should further understand the demands of students with hearing impairment, enterprises and government, find the common interests of school, government and enterprises, to establish a multi-win cooperation platform, to further enhance the breadth, depth and direction of the multi-party connection of intangible cultural heritage to assist people with disabilities to achieve common prosperity, to establish a dynamic adjustment of the work operation mechanism to ensure the return of hearing impaired students to mainstream society and the efficiency of education, and at the same time to Expand school-government-enterprise support, Increase the outreach of revitalizing local intangible cultural heritage achievements among persons with disabilities.

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