

Research on Innovation of Digital Talents Training Model of Intangible Cultural Heritage in Vocational Colleges

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Abstract—This paper proposes to construct the diversified and innovative digital talents training model of intangible cultural heritage in vocational colleges "based on regional tradition and demonstrating the individuality of the times", explore the new way for vocational colleges to "train high-quality compound technical and skilled talents", and explore more ways and provide reference for the protection and inheritance of intangible cultural heritage. This paper analyses the current situation and problems of the digital talent training mode of intangible cultural heritage, and carries out practical research on the talent training objectives, curriculum system and innovative ways of assessment mechanism of digital media major of Guangzhou Vocational and Technical University of Science and Technology. This paper explores the way to cultivate digital inheritance talents of regional intangible cultural heritage in Vocational colleges, linking regional cultural awareness, practice and teaching knowledge points to promote the trained talents to better serve the regional economy.

Keywords—Intangible cultural heritage; Vocational colleges; Digitization; Innovate; Talent training mode

I. INTRODUCTION

The number of vocational colleges and their students accounts for half of higher education. Vocational colleges, as an important part of higher education, shoulder the historical mission of inheriting cultural blood and preserving national memory. It is incumbent upon them to inherit culture. Taking the local vocational colleges in Guangdong Province as an example, it can be seen that the proportion of students enrolled in the province in past years is more than half, and even the proportion of students enrolled in the province in some schools is more than 90%, which shows that a considerable proportion of the students in the local vocational colleges come from regions with similar local cultural backgrounds and the proportion is roughly the same in other provinces. In fact, the life of this group is similar to their original cognitive experience. Because they are edified by the local culture and familiar with the local cultural activities, they have certain ideological basis for the recognition and understanding of the local intangible cultural heritage.

In the Guiding Opinions on the Formulation and Implementation of Professional Talents Training Program in

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Vocational Colleges issued by the Ministry of Education on June 11, 2019, it points out that "vocational colleges can formulate professional talents training program according to the needs of regional economic and social development, school-running characteristics and the actual situation of the majors", and calls on local vocational colleges to transform and develop into "building the talent training system with all around development of moral, intellectual, physical, aesthetics and labour education", highlighting the type and characteristics of Vocational education, deepening the integration of industry and education, school-enterprise cooperation, promoting the reform of teachers, teaching materials and teaching methods, standardizing the whole process of talent training, and speeding up the cultivation of compound technical and skilled talents".[1] Regional intangible cultural heritage can promote and benefit mutually with the goal of cultivating compound technical and skilled talents in vocational colleges in order to achieve win-win situation.

II. CURRENT SITUATION AND EXISTING PROBLEMS OF DIGITAL TALENTS TRAINING MODEL OF INTANGIBLE CULTURAL HERITAGE IN VOCATIONAL COLLEGES

The digital inheritance of intangible cultural heritage is an important means for the protection and inheritance of intangible cultural heritage in the new era of information technology.[2]At present, China has abundant intangible cultural heritage project resources protected by digitalization, Guangdong Province pays more and more attention to the digital inheritance of intangible cultural heritage, many related topics have been set up, and most vocational colleges have carried out various explorations. However, at present, the research on the digitalization of intangible cultural heritage in China only stays at the stage of recording and preservation, and has not been effectively applied in modern social life, nor has it found specific paths according to specific circumstances. On the basis of investigation and analysis, the author finds the following problems:

A. Vocational colleges do not attach importance to the education of the inheritance of intangible cultural heritage

Although there are a few cases about "intangible cultural heritage entering vocational colleges" in the cross-disciplinary disciplines of fashion design, graphic design and environmental

art design in art design major[3], the way of protection and inheritance of digital of emerging intangible cultural heritage in the curriculum of Vocational Colleges in Guangdong Province is still appreciated and still in the exploratory stage. In May 2018, Wu Jieyi, the inheritor of Canton Embroidery, published an article suggesting that vocational colleges and secondary vocational schools should set up Canton Embroidery major to inherit Canton Embroidery. Vocational colleges in Guangdong have advantages in inheritance of intangible cultural heritage in terms of geographic relationship, technical support and personnel training. By investigate and survey, it is found that the inheritance base of intangible cultural heritage in vocational colleges in Guangzhou is only Guangzhou Light Industry Senior Technical School, which has a weak influence.

B. The neglect of student subject

Because the vast majority of the students in regional vocational colleges in Guangdong are local people, and the "score line is low" and the quality of students is general, they not only have poor initiative and consciousness in learning, but also generally have poor aesthetic appreciation ability. By investigate and survey, it is found that the understanding of most of the students in Vocational Colleges in Guangdong Province for intangible cultural heritage are still at the original level, even some students have not heard of this concept, let alone have a sense of cultural identity and digital inheritance of intangible cultural heritage.

C. Lack of suitable courses, single teaching methods and outdated models

The inheritance of tangible cultural heritage, especially traditional skills, mostly presents the traditional way of teachers leading apprentices, which has the characteristics of oral teaching and heart-to-heart teaching. Because this way is isolated from the higher education system, young people can learn skills in this way, but they can't get a diploma and lack the necessary qualifications for future development. It is difficult for students to engage without hesitation, even if they like traditional skills very much. In addition, at present, under the existing discipline background, the training of intangible cultural heritage talents in colleges and universities mainly focuses on theoretical talents, while the study of specific application practice is neither in-depth nor pure. The above situation is not conducive to the digital protection and inheritance of intangible cultural heritage in the new era of information technology.

III. INNOVATIVE APPROACHES TO DIGITAL TALENTS TRAINING MODEL OF INTANGIBLE CULTURAL HERITAGE IN VOCATIONAL COLLEGES

Training digital talents for inheriting intangible cultural heritage is the comprehensive integration of scientific technology and artistic design thinking, the overall trend to adapt to the development and application of digital media technology, and the comprehensive demand for the talents of the major in the current society and era.[4]The training of digital media talents of the major in vocational colleges involves the teaching and training of many professional courses. Good professional technology and knowledge content are

directly related to and affect the effect of personnel training activities. Insisting on technology training as the foundation and culture and art as the assistant mechanism has become the key to cultivating the talents of the major in an all-round way. The author takes the innovative practice of personnel training mode in digital media of Guangzhou Vocational and Technical College of Science and Technology as an example to explore the feasible ways:

A. Integrate the inheritance of intangible cultural heritage to relocate the personnel training target

With the advent of new information technology era, the digital inheritance of intangible cultural heritage has gradually been put on the agenda. The digital media major of Guangzhou Vocational and Technical College of Science and Technology re-orientated the goal of talent cultivation with the idea of highlighting the regional characteristics of talents as the "training high-quality technical and skilled professionals who can meet the needs of local construction and social development, have good moral quality and professional core competence, have knowledge related to the protection of intangible cultural heritage, can master the relevant basic knowledge of digital media major, can master the knowledge of Guangzhou traditional culture, can wrap up the charm of the most traditional culture with the latest technological means to form a "contrast sprout", can engage in digital media design and possess the ability of inheritance, innovation and sustainable development of intangible cultural heritage, so as to inject fresh blood into the protection and inheritance of intangible cultural heritage." It constructs a new direction of development, cultivates the cultural identity of contemporary youth, provides a strong support for the heritage and development of culture, [5] and eventually emerges more shining points, so that Guangzhou Regional Vocational Colleges stand out in the fierce competition.

B. Integrate the thematic investigation course into the curriculum teaching content

1) First, Guangzhou is not only the capital of Guangdong, the central city and first-tier city of China, the international metropolis, but also the birthplace and prosperity of Lingnan culture, collecting a large number of national high-tech enterprise resources and historical and cultural resources, having its own unique artistic charm and style. Guangzhou Regional Vocational Colleges have abundant investigative teaching resources and diversified objects of investigation, find the diversified interactive experience of art and social and market through visits, interview, surveys and other ways, pay attention to students' subjective feelings, so that students can deepen their understanding and perception of Guangzhou intangible cultural heritage in the process of investigation.

2) Secondly, if vocational colleges only rely on simple classroom multimedia to interpret and appreciate the digital talent training of intangible cultural heritage is easy to create a sense of distance. The indoctrination teaching method can easily weaken the enthusiasm of students to learn art, which makes the quality of talent training difficult to guarantee. Observation should be done with care and investigation should be practiced. Schools should convert the classroom into natural

and social natural space for intuitively visual observation, experience the artistic connotation, dig deeply to gain ideological understanding and achieve excellent teaching results.

3) Thirdly, the implementation of the practical course of digital media major in Guangzhou Vocational and Technical University of Science and Technology will continue to circulate according to the order of the emergence and solution of the practical problems in the inheritance of the regional Panyu water color intangible cultural heritage, that is, "problem analysis - ability analysis - scheme design - design reflection - new problems emerge", until the goal of practical teaching is reached, which lasts for one semester (2018.9-2019.1). Students can personally experience and learn Panyu water color intangible cultural heritage projects, such as make-up, clothing, action modeling, prop making and other processes, which provide convenience for digital protection and inheritance. The collection of digital materials of technological process charts and videos of performances, figures and categories related to intangible cultural heritage projects can be accomplished directly (Fig. 1 for practical design works). (b) in Fig 1, Panyu Water Color Documentary Film, which was shot by the student, won the second prize of digital works in the 2nd "National Youth Cup" National University Art Works Exhibition.



Fig. 1. Digital Design of Panyu Water Color Intangible Cultural Heritage

Through cooperation with the inheritors of intangible cultural heritage, organizations of intangible cultural heritage or local government agencies, schools should establish the practice base for digital protection and inheritance of intangible cultural heritage, set up the intangible cultural heritage team of "teachers + inheritors + university student" to study and train to the practice base regularly, organize teachers to provide guidance regularly from the aspects of digital technology and art design, and organize inheritors to provide relevant professional guidance on intangible cultural heritage to build a practical teaching platform combining inside and outside the school.

C. Pay attention to innovating the teaching of digital media courses in vocational colleges scientifically

Teachers should teach students in accordance with their aptitude according to the learning characteristics of students in vocational colleges. It is difficult for students in vocational colleges to concentrate for a long time in class. Through the investigation, it is concluded that under the traditional teaching mode, most students absorb the classroom content extremely inefficiently after a class is completed. In the 2030 Framework of Action for Education issued by United Nations Education Scientific and Cultural Organization in 2015, it is clear that the new vision of future teaching is exploratory, digital, personalized and interactive.[6] Teachers should combine the characteristics of students in vocational colleges and the rich and diverse teaching resources in the information age to give full play to the digital teaching platform in classroom teaching. Taking the teaching of the course "Basic Photography" as an example, the author uses IH5 to make dynamic two-dimensional code courseware, which takes into account photography knowledge, visual and design graphics, full of pictures and texts, and carefully arranges educational media to cultivate the aesthetic ability of students, such as the partial presentation mode of the curriculum content of "Portrait Photography - Preface" (Fig 2).



Fig. 2. Curriculum Content of "Portrait Photography - Preface"

The curriculum design should advocate the concept of omni-directional learning. "The omni-directional learning curriculum can construct a better framework to motivate, support, recognize and value learners' creativity and self-expression ability." The curriculum should be set up to encourage students to study across majors, make full use of the school's educational resources, fully realize the sharing of high-quality educational resources, use multimedia digital technology and professional expertise to design the digital protection and inheritance of intangible cultural heritage projects, and display them in the form of art works. Schools should provide students with the opportunity to acquire extensive knowledge in art-related professional fields, so that they can gain more diverse artistic experience, find the pleasure of art, improve their interest in learning art, and cultivate their artistic quality.

D. Set up the evaluation mechanism of graduation quality assessment centered on the concept of OBE

The Sydney Accord is the most recognized international certification system for vocational education. Its core concept can be simply summarized as student-centered, output-oriented, and advocating continuous improvement. [7] OBE concepts focus on goal orientation, which emphasizes the cultivation of ability. Introducing the OBE education concept into the evaluation of graduation assessment of digital talents of intangible cultural heritage in vocational colleges to carry out the assessment and evaluation of relevant courses of digital media major, enables students to achieve better learning results, allows the assessment and evaluation of teaching courses of digital media major to enter students' lives, guides students to base themselves on the regional cultural environment, and makes the form of assessment results consistent with the traditional theme of intangible cultural heritage. Schools should make students apply their perception to practice and build up their self-confidence by combining micro-design and small craft such as regional traditional culture display and living environment optimization. Schools should use high-grade art forms to create a good artistic atmosphere so that students can learn and live in a positive energy and healthy aesthetic environment. According to this concept, this paper establishes 12 objectives of graduation quality, including requirement 1 (theoretical knowledge of digital media), requirement 2 (problem analysis), requirement 3 (solution), requirement 4 (research), requirement 5 (use of emerging technology tools), requirement 6 (technical knowledge and social reality), requirement 7 (environmental sustainable development), requirement 8 (professional norms), requirement 9 (individual and team), requirement 10 (communication), requirement 11 (design management), requirement 12 (lifelong learning).

IV. SUMMARY AND REFLECTION

Nowadays, the digital media industry has achieved mature development in the current era of knowledge increasingly mature. Various types of digital media have developed into the necessities of people's life, which not only enriches the material life of the masses, but also changes the way of life of the masses in a real sense. The practice of making vocational colleges an indispensable and important field in the system of

protection and inheritance of intangible cultural heritage can enable students to study their professional skills and better study and inherit art forms of intangible cultural heritage, and grow into professionals in relevant industries. It will not only help the students of the vocational colleges in the vast region to recognize the intangible cultural heritage and enhance their awareness of protection, but also make the intangible cultural heritage deeply rooted in the hearts of the students, which will further promote the development of the intangible cultural heritage, and realize the organic link between the digital heritage of intangible cultural heritage and the students' cultural education in vocational colleges. Implicitly cultivating students' spiritual sentiment, cultivating healthy aesthetic ability and improving their humanistic quality in vocational colleges can help shape and improve their personality and promote their all-round development.

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