

Research on the Path of Integrating Jing-Chu Textile Intangible Cultural Heritage into Ideological and Political Education in Colleges and Universities

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Abstract: This paper takes Jing-Chu textile intangible cultural heritage as the object of discussion, clarifies the scope and content of the protection of "non-heritage" and discusses the special role of Ideological and political education in the inheritance of "non-heritage" in Colleges and universities in view of the protection status and inheritance dilemma of "non-heritage" in Jing-Chu textile. Through the construction of innovative mode of classroom teaching, campus activities, social practice, environment construction and students' individualized cultivation, we can create a good atmosphere for college students to accept "non-legacy" education and cultivate cultural consciousness.

1. Introduction

The UNESCO Convention on the Protection of the Intangible Cultural Heritage and the Law of the People's Republic of China on the Protection of the Intangible Cultural Heritage (hereinafter referred to as the Non-Heritage Law) clearly stipulate that the intangible cultural heritage is defined in the Non-Heritage Law as "various forms of traditional cultural expression" and "related physical objects and places", which are important to the excellent traditional Chinese culture. Components are the crystallization of the wisdom of the working people of our country, and they also have rich cultural connotations. The intangible cultural heritage of Jing-Chu is the fruits of culture nurtured on the land of Jing-Chu. As a special cultural form with regional characteristics, Jing-Chu has its own characteristics. "Non-legacy" is a cultural symbol that can easily be obliterated with the passage of the times. Because of the particularity of "non-legacy" itself, it plays a unique role in Ideological and political education in the traditional way of education. It is of great significance to expand the ways and means of Ideological and political education, and to strengthen students' patriotic education and traditional culture education to enhance students' cultural literacy. There are a total of 25 articles about "Jing-Chu textile intangible cultural heritage" in the recent 10 years (Table 1), which shows that the "textile intangible cultural heritage" has become a hot topic in the current academic research.

Table.1. Statistics of related items of "Jing-Chu textile intangible cultural heritage"

Year	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
Number	0	1	0	1	4	0	6	0	4	2	4

2. Subjects and Methods

"For a long time, intangible cultural heritage has influenced people's ideas and spiritual thoughts in a unique way. The integration of the intangible cultural heritage with its own characteristics constitutes the common ideological foundation of the Chinese nation. The intangible cultural heritage contains abundant ideological and moral values, which provides valuable material for ideological and political education in colleges and universities" [1].

2.1 Take classroom teaching as the breakthrough point, innovate the teaching mode of Ideological and political theory course, and build a platform for Jing-Chu textile "non-heritage" to integrate into Ideological and political education in Colleges and universities

In classroom teaching, we should fully tap the combination of "non-heritage" education and ideological and political education, and innovate the teaching mode of Ideological and political theory course. We can add "non-heritage" public elective courses or select "non-heritage" resources with Hubei characteristics in Ideological and political theory courses to introduce into the classroom. During this period, special teaching practice activities can be carried out, interaction can be added in the implementation link, students can be guided to watch folk performing arts videos, inheritors of "non-heritage" can be invited to give live lectures, group discussions or keynote speeches, and folk customs and stories can be taught. This can make the integration of Ideological and political education and intangible cultural heritage education complement each other, so that students have a sense of intimacy and identity. In the teaching of Ideological and political lessons, the author seizes the center of "Chinese traditional culture education" and intersperses various interactive performances in the special educational activities of "Qixi Festival", combines the spiritual qualities of Niulang's "diligence, simplicity, kindness and sincerity" and Weaver's "wisdom, loyalty, thrift and filial piety" with our traditional patriotic education, and gives a completely new interpretation of the traditional textile culture. Motivation complements each other, classroom effect is obvious, teaching knowledge, interest, and practicality and innovation are perfectly reflected.

2.2 Taking campus activities as the key point, we should establish Jing-Chu textile "non-heritage" protection base to train university guides and learners

"University culture is a cultural system that has been accumulated in the long-term practice of running a university. It is created jointly by all previous teachers and students, with academic culture as its main content and the integration of local culture and foreign culture" [2]. Campus activities are important carriers of University culture. In the "non-heritage" education, schools can organize celebrities and celebrities from "non-heritage" to enter the campus, carry out the regular theme activities of "Cultural and Natural Heritage Day", organize dyeing, weaving and embroidery, micro-films from "non-heritage" and knowledge contests from "non-heritage", and build "non-heritage" websites to publicize excellent cultural works. Students are fully integrated into specific activities. It is necessary to strengthen the cooperation between universities and localities and train the guides and trainers of textile "non-heritage" colleges and universities. Through holding lectures and seminars, teachers and students are encouraged to carry out scientific research, and through projects, teachers are encouraged to lead students to do scientific research and cultivate students' innovative consciousness. Through scientific competitions, students are encouraged to protect and inherit "non-heritage". At present, the author participates in the preparation of Jing-Chu Textile Non-Heritage Hall and Eastern Hubei Folk Selective Embroidery Training Base. Through the base and laboratory construction, the inheritors of "Han Embroidery" and "Hongan Embroidery" projects are introduced into the campus, and excellent "non-heritage" works are exhibited, and attract more high-quality talents to enter the field of "non-heritage" productive protection.

2.3 Focusing on social practice, we should excavate, sort out and classify outstanding textile "non-heritage" resources in Jing-Chu to cultivate college students' exploratory spirit, practical ability and innovative consciousness

Jing-Chu region is rich in excellent textile intangible cultural heritage: colorful yellow plum flowers, gorgeous and brilliant Han embroidery, rich and sunny "Xilankapu", grand and generous Dawu brocade belt, colorful Hongan embroidery, neat and beautiful Yangxin cloth paste, delicate and fine Zhijiang folk handmade cloth shoes, fresh and agile Jingzhou folk embroidery, bright and simple Tianmen blue print cloth, strong and gorgeous Daye embroidery, simple and beautiful Yingshan twisted flowers, soft and beautiful tang-spun embroidery, brilliant Tujia and Miao embroidery insoles, the world-renowned local cloth and coarse cloth textile technology, mysterious

and vigorous traditional vegetable dye dyeing technology and so on, each of which is the crystallization of the wisdom of the working people of Hubei Province. Contemporary college students should focus on social practice and conduct on-the-spot investigation on the living condition and inheritance of Jing-Chu textile "non-heritage", and experience the urgency and necessity of "non-heritage" protection and inheritance under severe situation, so as to make up for the shortcomings of modern textile education and cultivate students' exploratory spirit, practical ability and innovative consciousness.

2.4 Take environmental construction as the support point, adopt the working mode of "invite in and go out", and form a long-term mechanism to inherit the excellent traditional culture of the nation

The construction of "non-heritage" cultural environment in Colleges and universities can cooperate with cultural museums, museums, art galleries and archives where the "non-heritage" project is located, and use various media to publicize "non-heritage" so as to condense and gather college students' feelings about traditional Chinese culture. The establishment of a long-term mechanism for the inheritance of excellent traditional ethnic cultures needs to adopt the working mode of "invite in and go out" in Colleges and universities. First of all, let students approach the "non-heritage". Schools should organize students to enter artists, workshops and people, experience the charm of cultural heritage, realize the difficulties of cultural heritage survival, and move folk artists' persistent pursuit of art. Secondly, students should be allowed to enter the "non-heritage", encourage them to set up rich and colorful cultural associations, carry out "non-heritage" talent exhibition, and carry out "non-heritage" social survey and other activities to cultivate students' cultural consciousness. Finally, we should let students go to the society and use practical actions to influence and influence the people around them to protect and inherit the intangible cultural heritage of textiles.

2.5 Take the individualized cultivation of students as the foothold, give full play to the role of Ideological and political education as the main position, main classroom and main channel, and cultivate the lovers, identifiers and inheritors of intangible culture

No. 16 of the Central Committee proposed that "colleges and universities should give full play to the role of the main position, main classroom and main channel of Ideological and political education for college students." In the traditional cultural inheritance, college education is the main cultivation place for participatory inheritors, and the foothold of the inheritance of "non-heritage" education in Colleges and universities is the personalized cultivation of College students. "For the education of intangible cultural heritage in Colleges and secondary schools, we should make students not only be the appreciators, identifiers and disseminators of intangible cultural heritage, but also some of them become the inheritors and creators of intangible cultural heritage, and become professionals with high professional level and creative ability [3]. In ideological and political education, college students should actively participate in various activities of inheritance of "non-heritage" education, and cultivate a large number of professions and skills that both understand "non-heritage". In order to protect the intangible cultural heritage fundamentally, they should have the inheritors and inheritors who are proficient in market rules, modern consciousness and innovative ability. As far as Jing-Chu textile "non-heritage" is concerned, students who have been educated and trained in schools will bring traditional textile culture and art into society, and then make textile "non-heritage" widely recognized in society. Such traditional cultural works "must be recreated by every new generation inheriting cultural heritage from the previous generation" [4]. Therefore, in the new situation, it is particularly important to cultivate a group of enthusiasts, identifiers and inheritors of intangible culture, which can make the "non-heritage" project survive for a long time, but also need the joint efforts of generations.

3. Conclusion

Jing-Chu Textile Intangible Cultural Heritage is the essence of national culture, the crystallization of national wisdom, the symbol of national spirit, the witness of national history, and the symbol of national identity. Through the construction of innovative mode of classroom teaching, campus activities, social practice, environment construction and students' individualized cultivation, we can create a good atmosphere to realize the normalization and high efficiency of educational integration.

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