

# On "Intangible Cultural Heritage Dance" Entering Campus

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## Abstract

As an important carrier of culture, school has its basic functions including cultural inheritance and innovation. Under the background of economic globalization and diversification of civilization era, dance education performs the function of cultural inheritance and innovation, which plays a very important role in promoting and improving the talent training, scientific research and social services in dance institutions of higher learning. Besides, it can also help the dance art to make a positive contribution to enhancing the cultural soft power of China and the international influence of Chinese culture at a higher level.

## Keywords

Intangible Cultural Heritage dance; Campus; Practice research.

## 1. Introduction

In recent years, With the importance of national attention to domestic intangible cultural heritage, intangible cultural heritage dance into campus projects are more and more integrated into campus education. We promote the introduction of "intangible cultural heritage" dance into the campus, which is not only the dissemination and promotion of excellent national dance culture in the campus field, but also a means of dance aesthetic education, and is the embodiment of dance education focusing on the construction of cultural connotation and characteristics.

## 2. Development Status of Intangible Cultural Heritage Dance

### 2.1. Teaching System Is Weak

The teaching system of intangible cultural heritage dance course is in the initial construction stage, and no systematic and effective teaching system and method has been formed yet. Due to the older inheritors and lack of classroom teaching experience, it may lead to boring classes and affect the process of intangible cultural heritage dance entering the campus.

### 2.2. Intangible Cultural Heritage Dance Teaching Materials Are Blank

The inheritance of intangible cultural heritage dance should not only stay in the inheritance of skills, but also pay attention to cultural inheritance. At present, intangible cultural heritage dance course has not formed text teaching materials and standard theoretical system.

### 2.3. Lack of Teachers

Intangible cultural heritage dance courses are mainly taught by inheritors. There is no professional dance teacher, and the teacher's major is not compatible with intangible cultural heritage dance.

### 2.4. Poor Continuity of Teaching

The students who come into contact with intangible cultural Heritage dance are mostly girls in grades three to four. These students studied intangible cultural heritage dance in school for only two years. When they went to study in middle school after graduation, their learning of

intangible cultural heritage dance was interrupted, and the teachers had to teach the new class of students again. Therefore, the teaching continuity of intangible cultural heritage dance was poor.

### **3. Significance of "Intangible Cultural Heritage Dance" Entering Campus**

#### **3.1. Inheriting Excellent Traditional Cultural Genes in Intangible Cultural Heritage**

Intangible dance from traditional culture, involving the origin, national history, outside influence and other factors, so the "intangible" into the campus should grasp the core of traditional dance culture, easily understood, make the student cognition local history, clear cultural evolution law, constructing spirit connotation, inheritance of cultural spirit, cultural context. "Intangible" into the campus, not only is the trend of the era of human cultural development, the urgent need of construction of spiritual civilization "different dance, in different wind", as a traditional dance of grounding cultural soil, its regional difference is not the same, on the one hand, from the overall grasp of the intangible spirit connotation, let the student through dance, body language, even at the same time to feel the cultural differences. As a form of inheritance related to intangible cultural heritage, dance education has important significance and positive influence on the protection of intangible cultural heritage and cultural inheritance.

#### **3.2. Cultural Consciousness of Inheriting Excellent Cultural Heritage**

Traditional dance education in campus requires teachers or management to have a deep understanding of the existence value and realistic significance of traditional culture. The core concept of intangible cultural heritage dance inheritance is to pay attention to the spiritual connotation and emotional experience behind the dance form, and to experience the matching inner world in the flow, rhythm and aura of the formation. The linear flow of the body is like the stream of consciousness of the inner emotion, integrating the body language with the cultural form and guiding students to feel the cultural implication reflected in the dance form. This kind of attention to traditional culture is conducive to the establishment of primary and secondary school students' cultural subject consciousness and diversified mode of thinking. The excellent traditional cultural connotation contained in intangible cultural heritage can train students to have local aesthetic sense and cultural identity, and then affect their cultural psychology, and establish the subject consciousness of culture and national pride.

### **4. The Way of "Intangible Cultural Heritage Dance" Into the Campus**

#### **4.1. The Government Increased Input**

Intangible cultural heritage into the campus is a consumption of manpower, material resources, financial engineering, no matter from screening project, development course, research and development, teaching materials, hire teachers, teaching AIDS such as buying any hand, by the power of the school itself is difficult to complete alone, must use force to develop smoothly, and the external force certainly first is support from the government.

First of all, the government, as the leader of the protection and inheritance of intangible cultural heritage, must change the concept of the protection of intangible cultural heritage. While focusing on the protection work of excavation, sorting and declaration, it must also attach importance to the inheritance and development of intangible cultural heritage, and include the school education work of intangible cultural heritage in the government work report. Secondly, education and cultural departments should take joint actions to strengthen publicity and popularization in schools of all levels and types, and guide schools to carry out campus activities

of intangible cultural heritage with institutional and preferential policies. Thirdly, education departments, cultural departments and schools should set up special funds for intangible cultural heritage education and allocate them in time to ensure that the special funds are used exclusively to ensure the implementation of intangible cultural heritage education. Finally, relevant systems and regulations should be improved, supervision and inspection mechanisms should be formulated, and inspection, supervision and evaluation of intangible cultural heritage education should be carried out regularly, which should be included in the annual assessment of schools to ensure the effectiveness and normalization of intangible cultural heritage teaching.

## **4.2. The University Sets Out to Break the Bottleneck from Various Aspects**

### **4.2.1. Follow the Principle of Overall Protection of Intangible Cultural Heritage**

The principle of holistic protection is "to protect all contents and forms of intangible cultural heritage, including inheritance and ecological environment". When carrying out the education of intangible cultural heritage, the school should follow its active characteristics and the principle of overall protection, and should not artificially divide it into "cultural fragments". First of all, educators should change their wrong ideas in the education of intangible cultural heritage. They should not be short-sighted and only want students to learn formal skills of intangible cultural heritage as soon as possible, while ignoring the teaching of cultural core. This is not protecting intangible cultural heritage, but killing. Secondly, "practice guided by theory", in teaching, we should follow the learning rule of combining theory education with practice education. Without the guidance of theoretical knowledge, mastering practical skills will undoubtedly get half the result with twice the effort. Finally, organize students to do field research. An intangible cultural heritage not only includes the skills that can be seen by the eyes and done by the hands, but also includes the cultural space for survival. This cultural space is like the root of a tree or the string of a kite. Once lost, intangible cultural heritage will surely wither and fall.

### **4.2.2. Develop School Textbooks of INTANGIBLE cultural Heritage**

First, we should attach importance to the opinions and suggestions of inheritors, folk artists and school teachers, because they may be the direct executor of the teaching materials. Secondly, according to the characteristics of students at different school-age stages, the teaching material content system should be developed from easy to deep and from easy to difficult, which should not exceed students' knowledge acceptance ability. The contents of the intangible cultural heritage textbooks must include the introduction of the historical origin, cultural background and functional value of the intangible culture, the explanation of practical knowledge such as movement skills, and the prompt information that is conducive to stimulating students' imagination, creativity and interest. In short, school-based textbooks should be integrated with practicability, popularity, readability and interest.

### **4.2.3. Establish A Set of Systematic and Perfect Teaching Evaluation System**

Teaching evaluation is not only an important tool and means to measure teaching quality, but also a reference index to reflect on teaching work. Stavelbeam, a famous educational evaluation expert in the United States, once said, "The most important purpose of evaluation is not to prove, but to diagnose and improve." Therefore, the school must constantly explore and innovate, establish a set of systematic and perfect teaching evaluation system, help the school to test the quality of teaching, obtain feedback information, improve teaching methods, improve the teaching effect.

### **4.2.4. Strengthen the Construction of Teaching Staff for INTANGIBLE Cultural Heritage**

First, organize teachers to carry out systematic training on intangible cultural heritage knowledge, aiming to make all teachers fully realize the important role and status of intangible cultural heritage in China's traditional culture, and fundamentally form the idea of protecting

intangible cultural heritage and attaching importance to intangible cultural heritage education. Secondly, the training of intangible cultural heritage skills is carried out according to teachers' specialties and abilities. The purpose is to enable teachers of all subjects to master some intangible cultural heritage skills related to their own teaching fields. Thirdly, the intangible cultural heritage training of teachers should be included in the regular assessment mechanism, and their learning situation and effect should be inspected regularly to ensure the effectiveness of the training. Fourthly, schools should also organize teachers to go deep into the field and the cultural space where intangible cultural heritage lives, so as to understand the cultural origin of intangible cultural heritage from the root and comprehend the unique charm of intangible cultural heritage.

### **4.3. Make Full Use of Network Platform To Realize Resource Sharing**

The traditional teaching method of school education is "teachers rely on a piece of chalk, a blackboard and a mouth to complete", but in the information age, the network education combined with Internet technology and education is becoming an educational trend. Especially in colleges and universities, computer technology has long been not limited to PPT courseware display, video playback and other purposes, but make full use of the network platform to develop online courses, so that every social people have the opportunity to learn, realize the sharing of educational resources.

#### **4.3.1. Greater Public Attention and Support**

First of all, the news media publicity should be enhanced, such as strengthen the publicity of national intangible cultural exchange activities, from all walks of life to make special intangible knowledge propaganda page, TV program planning about intangible knowledge popularization, etc., in order to improve the cultural consciousness of the masses and in the formation of the whole society to protect intangible cultural heritage, To provide a good social environment for schools to carry out intangible cultural heritage education.

Secondly, public cultural institutions at various levels, such as libraries, cultural centers, museums, science and technology museum, should actively carry out transmission and display of intangible cultural heritage, free of charge or intangible exhibition hall, hire intangible experts or inheritance are geared to the needs of the general public, especially the teenagers to publicity and education, make social form "all understand intangible, all intangible love" good atmosphere, For the school to carry out intangible cultural heritage education.

#### **4.3.2. Optimize the Curriculum Setting and Improve the Teaching Content**

In terms of curriculum setting and teaching content, we build a "folk dance" curriculum group around the action language and music language of local folk dance. The teaching content of folk dance is added to the courses such as "dance creation", "dance appreciation", "folk music" and "thesis writing". In the teaching of "dance creation", we adopt project teaching method and choose folk dance elements as the teaching project. Students choose to collect folk dance materials according to the task requirements of the project, design and create plans around the folk dance style of movements, music and props of folk dance style, complete the program and create folk dance language. Build "folk dance" high-quality goods sharing course platform, play the positive role of boutique sharing course, highlight the function of students online independent learning platform, strengthen expansion, auxiliary learning resources construction, technical open sharing to the society, cultivate a group of love local music and dance culture performance, education, group workers, live protection and inheritance of folk dance.

#### **4.3.3. Strengthen Dance Creation and Realize Cultural Promotion**

The research of folk dance form and the research of dance education and teaching of senior teachers should eventually be implemented in the social application and cultural promotion of

the achievements. To this end, we strengthened practical creation, realized the research system of folk dance native form---classroom teaching---stage creation---cultural promotion, and built an open and shared social operation mechanism. We will strengthen theoretical research, cultivate research teams, carry out theoretical research on the inheritance and protection of traditional dance culture and the characteristics of dance education in local colleges and universities, hold the "Folk Dance Culture Forum", and build a research platform. Through the folk dance into the campus activities, we strive to explore new ways to inherit the folk dance culture, and effectively protect and promote the traditional dance culture.

## 5. Summary

As one of the important foundations and effective ways of aesthetic education, dance education, with its own development and maturity, forms the art characteristics of "art industry has specialization", thus having an indispensable role. The ontology characteristics of dance art determines that it carries the connotation of "cultural education" in the form of "physical education". At the same time, different times have different needs for dance education, ranging from tool rationality to value rationality, which is the direction and goal of truly realizing the essence of art education as a beautiful education. The introduction of "intangible cultural heritage" dance on campus is not only the creative transformation and innovative development of the cultural consciousness of inheriting the excellent national dance in the dance education, but also an important practical basis and confidence to strengthen the cultural confidence of the Chinese nation. To realize the contemporary heritage of excellent traditional Chinese culture by "intangible cultural heritage" dance is an important content of maintaining the cultural diversity of human culture.

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