

The Current Development Status of Intangible Cultural Heritage Education

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Abstract:

Intangible cultural heritage (ICH) is the treasure of the Chinese nation; it carries the value of historical information and culture. Nowadays, the integration of intangible cultural heritage into educational content has received widespread attention from society, and many schools have begun to carry out relevant practices of intangible cultural heritage education. However, there are still shortcomings in the specific implementation. The article analyzes the current development status and existing deficiencies of intangible cultural heritage education, and concludes that although intangible cultural heritage education has achieved initial results, there are problems of fragmented content, single methods, and scattered training systems in teaching; in terms of development obstacles, there are challenges such as difficulty in matching the aesthetic preferences of students in the digital age, lack of educational resources, and insufficient professional abilities of teaching staff. Based on these situations, the article provides rational suggestions for the construction of the teaching system, the establishment of the campus intangible cultural heritage learning center, and the restructuring of the teaching staff, to help schools further enrich the teaching content of intangible cultural heritage and cultivate high-quality talents with cultural heritage and cultural confidence.

Keywords: Intangible traditional culture; Intangible cultural heritage education; Teaching system

1. Introduction

The development of Intangible Traditional Culture (ICH) has gone through a long and torturous process. From the earliest proposal of this concept to its further emphasis and implementation in development, it cannot be separated from the support of policies of

various countries and the common understanding of the international community. Subsequently, preliminary exploration and development of ICH education began, and countries gradually realized the importance of ICH education in cultivating students, and constantly explored the expression of ICH in class. Currently, scholars have made many bold studies and

attempts to effectively integrate traditional culture into modern teaching systems. For example, in practical design, innovating the mode of “ICH plus inheritance”, designing a series of comprehensive practical courses with ICH inheritance as the core [1]. For example, in the design of aesthetic education courses, situational experiences are created for students, and relevant virtue education activities are carried out in conjunction with festival culture, actively promoting cultural infiltration in the fields of art and music [2]. Looking back at the current literature, the main approach is to create more opportunities for students to have close contact with ICH, the explanation and the elaboration of ICH in the classroom content, to arouse students’ interest and curiosity about ICH.

The current forms of teaching ICH are diverse, but there are still shortcomings in practical implementation. In terms of operation, there are issues of formalization and rigidity. In terms of content, there are issues of fragmentation and superficiality. This is not only attributed to the lack of educational resources, but also to the current lack of cultural and educational atmosphere. In terms of educational resources, there is a contradictory situation between traditional ICH inheritors who have exquisite skills but insufficient teaching ability and school teachers who have strong teaching ability but insufficient understanding of ICH culture. In terms of the atmosphere of ICH education, due to the highly developed network information nowadays, going online has become the main way of life and entertainment. The digital development of information can provide new platforms and implementation forms for ICH education, but it will also make the presented information fragmented and superficial. Therefore, how to effectively implement ICH education in the education system of the new era is still an urgent problem to be solved.

Based on this, the article will analyze the current situation of ICH education and reflect on its shortcomings, and attempt to propose several innovative development paths. Not only does it include the improvement of the ICH teaching system and the creation of the campus ICH ecological environment, but it also includes new forms of ICH teaching teams. Empowering educational inheritance through diversified development paths, and further activating the new educational model of ICH practice scenarios. Through these measures, the article aims to promote systematic innovation in ICH education, thereby enhancing cultural confidence and cultivating contemporary talents with high cultural literacy and innovative inheritance ability.

2. ICH education

2.1 The Current Situation of the Development of ICH Education

In China, the “Opinions on Further Strengthening the Protection of Intangible Cultural Heritage” released in 2021 required the inclusion of ICH into the entire process of the national education system and further promoted the construction of relevant curriculum and textbook systems [3]. In the basic education stage, characteristic courses should be offered, and cultural inheritance bases should be established, while higher education institutions should establish an education system and research projects for ICH disciplines.

In recent years, more and more schools have taken the initiative to introduce ICH into their campuses, carefully presenting the development process and inheritance stories behind ICH to students, and experiencing and appreciating the unique charm of ICH. At the same time, many schools, to achieve better teaching results, not only organize students to participate in a series of practical activities related to ICH, to better perceive traditional ICH in practice, but also invite ICH inheritors to enter the campus and share their experiences. At the same time, they make full use of technological means to build an ICH dissemination system for students, broaden diverse learning channels, and further arouse students’ curiosity and interest in ICH [4].

However, in the study of traditional cultural content of ICH, the current focus is mainly on teachers explaining and interpreting relevant cultural content to students, reading paper materials, and playing ICH films. It can be said that the education of traditional ICH has achieved initial results and certain penetration for students. However, there are still problems in the development of educational resources, such as fragmented content, single teaching methods, and short-term and fragmented training systems [5].

2.2 The Necessity and Importance of Integrating ICH into Daily Education

ICH continues to accumulate and settle over time, containing rich historical and cultural information, exquisite skills, national wisdom, and a humanistic spirit. The organic integration of ICH with school education has positive significance for the cultivation and long-term development of students. The contemporary value research of ICH mainly includes three aspects: cultural value, social value, and economic value [6]. In education, people will jointly leverage the cultural and social value of ICH.

2.2.1 Improvement of school education

The integration of ICH with school education is a current educational trend and a necessity of the times. ICH is an important source of social cohesion and identity; it enhances people's sense of belonging and pride in their country, region, and community, promotes communication and interaction among different groups, and strengthens relationships between individuals [7]. ICH is the product of a nation, providing people with a sense of national identity and cultural confidence. Therefore, integrating ICH into school education not only helps cultivate high-quality talents but also enhances students' regional belonging, pride, and deepens their cultural confidence in their homeland.

At the same time, the historical, intellectual, entertaining, and interactive nature of ICH education helps to compensate for the shortcomings of traditional life education. Life education focuses on enhancing students' values of life, understanding diverse forms of life, and exploring meaningful life practices [8]. Recent educational theories place greater emphasis on teacher-student interaction, while also reflecting on the static nature and lack of interactivity exhibited in traditional classes [9,10]. The integration of ICH with education not only provides students with diverse perspectives to understand and perceive the world, but also enables them to engage in hands-on practice, which helps transcend the limitations of 'life education in knowledge form' [11,12]. Under the traditional mode of knowledge transmission, where teachers merely unilaterally impart knowledge to students while neglecting their life growth and practical experience, ICH education can effectively compensate for this deficiency [13,14].

2.2.2 Developing ICH traditions

For the self-development of ICH traditions, in the current era of accelerated globalization and modernization, ICH traditions face the risk of broken inheritance chains, with inheritors generally aging, thus requiring continuous integration of new generations' development energy. Only by organically integrating ICH with daily education can people create a stable environment for inheritance and sustainable development momentum, continuously infusing 'fresh blood' into the heritage preservation efforts. In the meantime, the development sought by ICH is not about uniformity or rigidity, but about bringing it vividly. Integrating it with education enables the dynamic transmission of ICH. The sustained positive interaction between ICH and education helps it regain new vitality and vigor in contemporary society.

2.2.3 Enhancing students' intrinsic qualities

For the students, the deep integration of ICH with educa-

tion helps shape their character, cultural confidence, and cultural identity, continuously enriching the substance of their spiritual lives. In the process of recognizing and understanding ICH, students can acquire ethnic skills, learn about traditional Chinese virtues, and appreciate the spirit of craftsmanship. The combination is also a profound practice of the fundamental task of fostering virtue through education and the 'Five Domains' approach.

3. Current Obstacles in the Development of ICH Education

Integrating ICH education into the current educational system holds profound significance for individual character. Although initial progress has been made in the practices of most schools, there remain numerous developmental obstacles to overcome between superficial integration and substantive advancement, as well as between sporadic activities and regularized education.

3.1 The Disconnect Between Modern Education Systems and Student Life

The current teaching model still mainly maintains a one-way output from teachers to students, where relatively traditional teaching content and methods struggle to stimulate the interest of students living in the digital age. In the current digital era, the use of electronic products has become a way of life and entertainment, occupying most of the daily time. Even in education, the use of electronic devices is indispensable. However, how ICH and related works can establish an aesthetic connection with students living in the digital era and resonate with them remains a common challenge in ICH education today.

3.2 The Lack of ICH Education Resources

Although most schools actively carry out diverse and rich ICH activities, most of these activities are short-term experiences and fragmented events, lacking continuity and depth. Students tend to only gain a superficial understanding, but find it difficult to deeply comprehend the craftsmanship spirit, historical origins, and cultural connotations behind them. Therefore, intangible instructional design is coherent teaching content planning.

3.3 Insufficient Professional Competence of the Teaching Staff

The professional background of teachers is an important factor in the success of a course [15]. Existing research has found that teachers' abilities of course instructors have a significant impact on course quality, which directly affects the success or failure of ICH education [16].

Although there is now a greater emphasis on ICH education than ever before, there remains a challenging issue regarding educational resources. On one hand, the aging of current ICH inheritors is quite severe, with insufficient participation from young people, resulting in limited transmission capacity and uneven teaching abilities among inheritors. On the other hand, school teachers generally have relatively weak knowledge of ICH, with dispersed teaching resources and a lack of systematic planning and design in class. From this, it can be seen that a rather contradictory situation has emerged: teachers in schools do not know how to teach it, while ICH inheritors outside of schools are not adept at teaching.

4. Teaching Suggestions

4.1 Establish a Systematic ICH Teaching System

Schools can develop a series of distinctive school-based curricula centered around ICH, gradually achieving the routine and normalization of ICH education. Simultaneously, by enriching school-based curricula, students can independently choose ICH topics that interest them. This model also helps avoid rigidity in teaching methods. For example, for skill-based ICH, courses can be broken down into modular content covering various production processes, allowing students to learn step by step from basic to advanced levels.

4.2 Establish an On-Campus ICH Learning Center

In response to the current lack of ICH education resources, schools can establish learning centers for ICH on campus. Through the construction of this learning space, various aspects of ICH education resources are integrated. The learning center can achieve the construction of multi-block spaces, including but not limited to ICH exhibition areas, workshop practice areas, digital experience areas, and cultural traceability areas. Students can not only perceive the charm of ICH from multiple perspectives, but also gain a deeper understanding of the historical origins and cultural connotations behind ICH.

4.3 Establish a New Combination of Teaching Staff

Schools can try a teaching model where ICH inheritors and school teachers collaborate to teach. ICH inheritors are responsible for teaching core skills and the historical origins of the ICH, while school teachers are responsible for curriculum design, classroom management, and

knowledge system building. At the same time, it should promote the construction of a multi-level system for cultivating inheritors of ICH and strengthen the construction of the teaching staff for ICH education. In the process of motivating experienced teachers to recruit apprentices and continuously integrate into the younger generation, vocational colleges should also be encouraged to offer majors related to ICH, cultivating compound talents who are familiar with the cultural connotations of ICH and have strong teaching abilities.

5. Conclusion

In today's fast-paced society, ICH can still provide profound inspiration to people, whether it is its profound cultural heritage or the exquisite skills of craftsmen. This study mainly analyzes the current development status of ICH education and points out the importance and profound significance of combining ICH with modern education. In the meantime, the study further analyzed some of the ICH education and proposed relevant solutions at the implementation level. Through interpretation and analysis, this study aims to respond to the severe challenges faced by ICH culture today, and how school education should play its role well, as well as how to overcome current difficulties, to achieve a fundamental transformation from the surface form of cultural inheritance to the depth of education.

This study aims to provide preliminary suggestions and countermeasures for the systematic promotion of intangible cultural heritage education in schools. However, it is inevitably limited by insufficient analysis of micro practices in educational settings and internal differences in ICH, as well as inadequate assessment of technological impact risks. Future research urgently needs to address these shortcomings through in-depth comparative case tracking, as well as a more technologically forward-looking perspective and practice, in order to further deepen the development of ICH education.

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